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ABSTRACT

The Concordia Parish, Louisiana school system established a program of computer assisted guidance with the purpose of increasing student's kmowledge and educational resources in the following areas: educational achievement, academic potential and limitations, attitudes and values relating to the educational program, vocational and educational aspirations, and communication channels between schools and their publics. The program was designed to allow students to learn a vocation in the field of data processing. In addition, the data processing center was to: utilize computer capabilities for research into the effect of economic, educational and cultural deprivation; provide means for program follow-up and evaluation; score tests and process grades; become a part of the curriculum; serve as a pilot program for future developments in educational data processing; and act as a field unit for university research studies. This volume is the final report of the project and contains materials pertaining to various stages in its development, as well as an evaluation. (SJ)

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E.S.E.A.-TITLE III

(Sub-contract - Bossier)

Northeast Central Louisiana Educational Data Processing Center

END of PROJECT REPORT

February 29, 1972

Arthur A. Arnold
Director of Data Processing

Ben L. Green, Jr.
Superintendent of Concordia Parish Schools

LI 004 405

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EDUCATIONAL AUTOMATION

A SUPPLEMENTARY CENTER

FOR

NORTHEAST LOUISIANA

Submitted by

THE CONCORDIA PARISH SCHOOL BOARD

J.O. LANCASTER, SUPERINTENDENT

UNDER THE PROVISION OF TITLE III

ELEMENTARY AND SECONDARY ACT OF 1965

PUBLIC LAW 89 - 10

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P R E A M B L E

Title III of the Elementary and Secondary Act of 1965 offers financial assistance to the local educational agencies who have the leadership and ability with which to meet the challenges of this complex age. The project we are proposing does not pretend to solve all of the problems facing local educators; however, it will demonstrate a very important principle that this country must accept if it is to advance the level of its education. The majority of the nation's children are being educated in small and medium-size systems; therefore, technological advances must not be limited to large districts.

A project of this size would have very little chance of success without exceptional leadership in all phases. Concordia Parish has this leadership. The local Superintendent is president of the Louisiana Association of Educational Data Systems and a committee member of the San Antonio project of the Southwest Regional Educational Development Laboratory; the guidance supervisor is president of the Louisiana Guidance Association. The project has the support of the Louisiana State Department of Education, the Southwest Regional Education Development Laboratory, Louisiana State University, and Tuland University of New Orleans.

I. THE COMMUNITY

A. The area to be served by the proposed program includes Catahoula, Concordia, and Tensas Parishes. The combined population of these rural parishes is 43,684, of which 51.2% are white and 48.8% are non-white.

The state of Louisiana has experienced a continuous if somewhat erratic increase in the state's population since 1810. The percentage increase in the state's population was higher from 1950 to 1960 than for any other decade since the turn of the century.

Within Louisiana, the recent growth in population has taken place principally in the southern parishes. All parishes in the northern part of the state, not including a city or near a major city, suffered decreases in population, with the exception of Concordia Parish. The population of Catahoula Parish decreased 3.5%, Tensas decreased 10.7% and Concordia increased 42.2%.

In 1960, the median age of the people of the state was 25.3, giving the state a relatively young population when compared to the median age of the United States population of 29.5 years. The population of the area to be served by this program had a median age of 22.1 (Catahoula 23.2, Concordia 22.5, Tensas 20.2). The people of this area are younger than those of the state as a whole. This fact is accounted for principally by the high birth rate. The high ratio of children to adults means a high per capita cost for persons in the productive ages for education and other services. It also means that the area's population is a young and vigerous one.

While educational status in Louisiana is improving, it remains relatively low when compared to the other states in the nation. The median school years completed are as follows: Concordia 8.1, Catahoula 7.3, and Tensas 6.1.

As would be expected, income level corresponds to educational attainment. Median annual income per family in Catahoula was $2,103., in Concordia $3,266., and Tensas $1,683. The median income for the state was $4,272. This amount is almost double the median incomes of Louisiana families in 1950 and testifies to the social and economic progress of the state.

B. The area served is composed of the following local education agencies:

1. Concordia Parish School Board
2. Tensas Parish School Board
3. Catahoula Parish School Board

Note: The parishes of Madison and LaSalle were substituted for Catahoula and Tensas.

II. STATEMENT OF NEED

A. The educational and cultural facilities and resources available in the geographic areas to be served by the proposed program are limited. Each of the three parishes is served by elementary and secondary schools, and the area is served by a trade school located in Concordia Parish. For higher education the area is situated within eighty miles of two colleges.

Parish libraries are located in the county seat of each parish with branch libraries in smaller towns and bookmobile service to rural areas.

While still predominantly rural, the area is adjusting to the urban-industrial revolution which is taking place within the state. Along with its blessings and anticipated difficulties, this revolution has brought many unanticipated consequences and generated serious problems and challenges. The future of the area will depend on how quickly and effectively social adjustments to these changing conditions can be worked out.

B. Economical, educational, and cultural deprivation of over thirty-five per cent of the total population of the parishes of Concordia, Tensas, and Catahoula makes the identification of the deprivation a manditory objective of any educational endeavor.

Under court order to integrate, experience to date supports findings in many other studies, namely -- the persons involved (minority groups) face a traumatic situation in addition to the elements of deprivation. Preliminary field studies here and in California indicate that the computer is able to assist in the identification of the specific element of deprivation and the degree of deprivation, thus making it possible to concentrate on specifics rather than dealing exclusively with generalizations. The educational program can therefore be structured to place its major thrust on individualized instruction, more quantitatively, and more specifically, in

the guidance areas, and the acceleration of learning. In other words, step-up the rate of absorption and decrease the rate of regression in the individual students.

Many additional projects are under way to alleviate many of the needs of the local student. Among them are E.S.E.A. Title I and II projects which will provide educational media, remedial reading and mathematics programs, improved physical education, additional classroom teachers, teacher aids, etc. This program will assist in the evaluation of these projects and direct the efforts of the educational agencies into the areas of the most need

C. Pencil and paper methods of attacking the problems of deprivation are both cumbersome and so slow that teachers are discouraged in dealing with individuals. Many teachers have little or no training in working with these problems and are insecure when dealing with them. This results in "more of the same", or a compounding of the problems that have resulted in present inadequate teaching-learning situations.

D. The primary concern of school administrators throughtout the country is one of finances. Teachers are leaving their classrooms to seek higher paying jobs in industry; classrooms must be provided for an ever increasing enrollment; maintenance and operational expeses continue to rise. Concordia Parish and the surrounding area is no exception. Enrollment has grown at a much faster rate than assessments. In addition to maximum millage rates allowed by law, the people have passed a one per cent Local Sales Tax for the support of their schools. Even with increased local receipts and federal assistance, we are forced to utilize temporary classrooms to prevent gross over-crowding. Funds are barely sufficient to provide a skeletal education program compared to the needs of the area.

III. OBJECTIVES

A. Establish a program of computer assisted guidance for the express purpose of measureably increasing the knowledge of the youth and educational resources in the following areas:

1. Educational achievement.
2. Academic potential and limitations.
3. Attitudes and values relating to the educational program.
4. Vocational and educational aspirations.
5. Enhance the communications lag between schools and their publics.

B. Adapt a systematic means to record and accumulate the developing students' educational growth to facilitate diagnostic retrieval of information to analyze causes and effects of economical, educational and cultural deprivation.

C. Provide means for continuous follow-up and evaluation of such programs as Headstart, remedial reading projects, etc.

D. Utilize computer technology for scoring and reporting of standardized and teacher-made tests. This program is designed to assist teachers in evaluating their own instructional program as well as providing a diagnostic picture of the individual student as compared to his class, school or region.

E. Improvement of curriculum to better prepare our students for a more useful life by:

1. Development of units of study to be taught at the third, sixth, and ninth grade levels, dealing with the "New Culture of Automation."

2. Emphasize the vocational aspect of the computer in the business education courses.

3. Implement a two phase summer program in advanced data processing and computer science. Phase one to be vocational and terminal in nature; phase two, an enrichment program to increase the educational experiences of the college bound students.

F. To provide a pilot program to serve as a base for future developments in data processing, pupil analysis, and computer assisted instruction at the state level.

G. To provide a field unit for research studies to be conducted in connection with the Medical School and Center for Teacher Education at Tulane University.

IV. PROCEDURES

Concordia Parish has taken the initiative in Louisiana in extending the work of the computer from the "bread-and-butter" systems of scheduling, grade reporting and financial data processing to pupil services such as mark reporting, test scoring and reporting, attendance accounting, registration, and more efficient processing and recording data on both cumulative records and permanent records.

The parish is now ready to conduct the in-service training of the central office and teaching staffs in the development and uses of data processing in the areas of guidance and counseling and in curriculum development.

Initially, some limitations will exist due to the limited capacity of the equipment; however, over a period of three years, teachers will be trained and will be ready to move into computer assisted instruction. By that time it is envisioned that a "complete" system will be available and used by not only the parishes participating in this project, but also by other parishes in northeastern Louisiana as well as southwestern Mississippi.

To accomplish the objectives listed in the preceding section, several distinct aspects must be considered. Briefly, the major emphasis must be in the areas of personnel training, extension and refinement of administrative programs, adoption and development of computer assisted guidance techniques, and the development of the curricular aspects of the program. The procedures we will employ are described on the following pages.

A. Personnel training.

The key to the success of this project is the preparation of the teachers and administrators who will be involved in the operational phases. The training program, scheduled to begin April, 1967, will be conducted by the Tulane University, Department of Teacher Education, in cooperation with the School of Medicine and equipment manufacturers. The suggested program of study shall include two weeks' intensive technical training, two weeks' training concerning the educational and administrative aspects of data processing, and two weeks' training concerning the specific aspects of the local project.

B. Extension and refinement of administrative applications.

This phase of the project is necessary to build a data base with which to work with in achieving our stated objectives. It will begin with the installation of a IBM 1401, Data Processing System scheduled for delivery July 1, 1967. The system of student accounting will be adopted from the many systems in use throughout the country, thus enabling us to implement a complete program in a very short time. The areas to be developed include grade reporting and analysis, registration and scheduling, attendance accounting, scoring and reporting of standardized and teacher-made tests.

C. Computer assisted guidance.

Adaption of programs already developed for use on a regional basis for small to medium-sized school systems will be the largest single task attempted. By assembling all factors relating to the students' past and present performance, aptitudes, etc., the whole child concept can become a reality instead of an educational idea. New systems to be included will deal with measuring the effects of curriculum change on groups and individuals. It is in this area that innovation will occur.

D. Curriculum consideration.

Three separate programs are planned to improve the curriculum to better prepare our students for life in today's complex society.

The first program emphasizes the cultural aspect of the computer and how it is related to our every day living. Information concerning basic principles, applications, and limitations of the computer will be taught. This will be implemented in two phases; the first will involve the teaching of basic scientific priciples within a six-week unit in general science at the ninth grade level. This will begin during the 1967-68 school session. The second phase will involve teaching a similar unit on the third and sixth grade levels and will be implemented during the 1968-69 school session.

The second program will emphasize the vocational aspect of the computer and related machines. First year typing students will become briefly acquainted with the keypunch and sorting machines as part of their typing instruction. This phase will begin during the 1967-68 school session. Machine operation will be taught in more depth to students enrolled in office and business machine classes. This phase will be implemented in 1968-69. During the summer of 1969, the third phase will begin. Selected students from all high schools within the system will be brought to the central office and given a nine-week terminal course in vocational data processing. A basic programming language will be taught along with the principles of operation.

The third program will involve an enrichment program that will begin in the summer of 1969. Selected students from all high schools will participate in a nine-week course in computer science. A programming language will be taught, and the students will use the computer as a tool for the solution of mathematical and scientific problems. Instruction of this program will be accomplished on a team teaching basis.

V. EMPHASIS

A. Innovative:

1. Controlled experiments with the assistance of a senior staff from Tulane University, Louisiana State University, and/or others.

2. Development of units of study to be taught at the third, sixth and ninth grade levels dealing with the "New Culture of Automation."

3. Comparative studies within district and district to state and/or other districts or groups.

B. Exemplary:

1. In view of the fact that Concordia Parish has taken the role of leadership and has the most advanced data processing program in the state, it has been designated as a demonstration center for both the State of Louisiana and the Southwest Regional Education Development Laboratory. It has been included as an extension of the Tulane University research program in Computer Science in co-operation with the Center For Teacher Education and the Computer Center of Tulane University and the School of Medicine.

C. Adaptation:

1. The school system is about the mid-point in size for both Louisiana and Mississippi. Considerable work has been done throughout such groups as the California Research and Development Center in Educational Data Processing (R & D Center), System Development Corporation (S.D.C.), New England Educational Data Systems (N.E.E.D.S.), Cooperation Plan for Guidance and Admission (C.P.G.A.), Program Evaluation and Review Technique (P.E.R.T.), Iowa Education Information Center (I.E.I.C.), Total Information Services (T & S), United States Office of Education (U.S.O.E.), The Palo Alto Project and the San Antonio Project. However, there

is a dearth of information available on adaptations for school systems of the size and population make-up of Concordia Parish and its environs.

2. The Concordia system has been identified as an adaptation center through both the state and the Southwest Regional Education Development Laboratory. Through these units information is available from the major units alread, identified.

VI. PLANNING

A. Participation by representatives of other resources.

1. The planning of this project has been the cooperative effort of many resources in the area. In addition to the local educational agencies, a variety of other organizations have participated. Colleges and universities have provided experience and leadership; the local Community Action Group has assisted in organizing and planning; the Louisiana State Department of Education has given its support in both data processing, and instructional phases of the project. Numerous industrial concerns in the areas of educational data processing.

The agencies directly involved and their representatives are:

Louisiana State University, Baton Rouge, Louisiana

Dr. Bill Townsend, Director of Computer Research Center
Dr. Fritz McCameron, Professor of Accounting
Mr. Robert Tannert, Director of Data Processing

Tulane University, New Orleans, Louisiana

Dr. Melvin Gruwell, Dean of Education
Dr. James Sweeney, Director of Medical Computing Science

Louisiana State Department of Education

Mr. C. O. Koepp, Director of Data Processing
Mr. Richard D. Clanton, Director of Business Education
Mr. Francis Woods, Supervisor of Mathematics

South Delta Community Action Group

Mrs. Patricia Thompson, Assistant Director

International Paper Company
Southern Bell Telephone and Telegraph Company
International Business Machines Corporation

All of the above agencies have expressed their support of the proposed project. Letters of committment are attached.

2. The following teachers and administrators participated in the planning of the proposed program:

Mr. Douglas Watkins, Supervisor of Instruction.
Mr. Thomas Miller, Supervisor of Guidance.
Mr. Albert Brown, Data Processing Director.
Mrs. Bernice McLemore, Business Education Teacher.
Miss Willie M. Williams, Business Education Teacher.
Mrs. Mildred Grimble, Mathematics Teacher.
Mr. Joe Young, Mathematics Teacher.
Mr. Julius Huhn, Science Teacher.
Mr. Arthur Arnold, Science Teacher.

These individuals are members of the planning committee that developed this project. Their ideas are expressed throughout.

B. Planning.

The establishment of a regional data processing center has long been a dream of the administrators of the Concordia Parish School System, and many hours of research and thought have been expended on the idea. Actual planning began with a meeting of the Fifth Congressional Districts superintendents which was held in 1965. This meeting was conducted by the Concordia Parish School Board in cooperation with equipment salesmen. The meeting was a complete success with much enthusiasm generated among the attending representatives.

The next step taken toward our goal was the submission of an application for a planning grant under Title III. This project (OE No. 852P) was approved and serious planning was begun.

With the receipt of funds under the planning grant, a committee composed of teachers, administrators, and representatives of various industrial concerns was formed to carry out the objectives of the project and to develop a system that would best serve the educational community. The committee held weekly workshops in which they enlisted the aid of many consultants in the areas of education and data processing to assist them in their efforts. Visitations were made to the Broward and Dade County School Systems in Florida as well as the Memphis, Tennessee City System. These trips afforded

the committee the opportunity to reach a full realization of the unlimited possibilities of educational data processing.

C. Assistance by the State Department of Education.

The Louisiana State Department of Education has been of much assistance in the planning of this project. Technical advice has been made available by Mr. C. O. Koepp, Director of Data Processing. Assistance in the areas of curriculum development has been given by Mr. Richard Clanton, Director of Business Education, and Mr. Francis Woods, Supervisor of Mathematics.

The center, when operational, will serve as a demonstration unit to assist and speed the automation of Louisiana education.

D. E.S.E.A. Title III Planning Grant.

The planning of this project was financed through E.S.E.A. Title III Grant No. 852(P), in the amount of $24,390. The applicant was the Concordia Parish School Board, P. O. Box 548, Vidalia, Louisiana, 71373.

E. Funds will provide.

Funding of this project will contribute much to the quality of education in the area to be served. In addition to providing data processing services of an administrative nature, we will be preparing our students for a place in the automated society of today

Specifically funds will be used for:

1. Employment of necessary personnel.
2. Training of personnel.
3. Administrative expenses (travel, office expense, etc.).
4. Retention of consultants.
5. Rental of equipment.

F. Phase out of Federal Funds.

The proposed program, once operational, will be completely self-sufficient. Package programs will be offered to interested school systems on a fee basis. Examples of these are standardized test scoring services,

student scheduling and grade reporting, attendance accounting, and financial accounting. In addition to the school systems utilizing such services, local industries have expressed the desire to utilize the proposed system for program checkout, management training, and as a back-up for their own computer systems.

G. Past Services and Activities.

The Concordia Parish School Board has been using a small punch card data processing system for approximately two years. In addition to handling the accounting requirements for the system, we have implemented student scheduling, grade reporting, attendance reporting, and record keeping on a parish wide basis. Many experimental studies have been conducted. The most interesting to date being the providing of comprehensive students profiles to teachers and counselors. Through the use of the present equipment, complete information, including standarized test scores, academic achievement, handicaps, student plans, preferences, etc., is assimilated in completely usable form, not buried away in a file to be looked at only when a problem arises. Gifted students, as well as potential dropouts, can be identified in time to assist them and guide them toward a full and productive life.

Instruction in data processing has not been attempted on a large scale, due to the lack of equipment and qualified instructors. Limited training has been given selected students in work study programs, and classes have visited the installation for demonstration purposes.

Limitations of equipment and personnel have prevented the expansion of our program, even on a local basis. The proposed project will remove these barriers and provide full services to the entire area.

The present system is financed in its entirety by local funds. The Concordia Parish budget for fiscal year 1966-67 lists a total of $7,200. for the operation of the system. Financial support will continue at this level.

In addition to the financial support shown above, the Concordia Parish School Board will support the project by supplying the facilities to house the installation and by providing time for teachers and administrators for in-service training.

VII. PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN.

A. At the present time the only private schools in the area are church sponsored kindergartens. Services will be made available to these institutions on a time available basis.

B. Equipment would be used solely by the school system's trained staff and students under the direction and supervision of the staff.

VIII. EVALUATION.

There are three parts to the evaluation of this project. The first has been the use of a jury of experts to evaluate where we were as of December 1, 1966. This has resulted in both the evaluation and suggestions as to better ways to procede. This jury will be asked to do three progress evaluations and one critical evaluation during the first three years. These people would return, as a group, two times during the second and third years. The final visit would constitute a critical assessment. It is conceivable that some adjustments in both objectives and implementation will be required.

The evaluating jury will be composed of the following experts:

Dr. Melvin Gruwell, Dean of Education, Tulane University
Dr. James Sweeney, Director of Computing Science, Tulane
Dr. Bill Townsend, Louisiana State University
Dr. Fritz McCameron, Louisiana State University
Mr. C. O. Koepp, State Department of Education
Mr. Richard Clanton, State Department of Education
Mr. Francis Woods, State Department of Education

Continuous evaluation will take place as a constant field testing of each developmental and adaptation element. Each application will be field tested as it is implemented to assure complete success

IX. DISSEMINATION.

A. Extending the use of the computer into the realm of informational services an extensive program of in-service and community information is anticipated. Steps in this include:

1. The extension of present policy statements to alleviate fear and distrust of computers and to provide a positive climate for change.

2. Issuance of a written report to the public and staff containing the following:

   a. Basic facts (cost, type of equipment, etc.)
   b. Statement of policy.
   c. Summary of what the district hopes to gain, both short-term and long-range.
   d. Invitation to participate in informational seminars, planning (where feasible), making suggestions concerning procedures, etc.
   e. Statement as to why the end product of yesterday and today.

This will be enhanced through the establishment of a system of communications that will be open and two way in nature. This system will incorporate building liason, regular reporting of progress through building representatives, etc., bulletins, follow-up demonstrations, special committees to assist in special areas, and the usual series of public informational meetings.

B. The program is a part of a network of agencies whose primary function is to dissiminate information. New findings, applications and innovations will become available to the State Department of Education, the Southwest Regional Education Development Laboratory and the institutions of higher learning interested in this area. Copies of reports, new print out forms, etc., will be sent directly to the appropriate division in the U.S. Office of Education.

X. QUALIFICATIONS OF PROFESSIONAL PERSONNEL.

A. Personnel Needed:

1. Project Director: Full-time, Salary - $8,500.
2. Guidance Supervisor: Half-time, Salary to be paid by L.E.A.
3. Instructional Supervisor: Half-time, Salary to be paid by L.E.A.
4. Educational and Technical Consultants (contract basis). $100. per day plus expenses.

Salaries are comparable to positions in the area requiring similar responsibilities.

B. Responsibilities.

1. Project Director.

The duties of the project director shall include system design, supervision of the data processing installation, and the co-ordination of efforts between the districts involved. The director must be experienced in both data processing and education; he must have extensive technical training and administrative experience.

2. Guidance Supervisor:

It will be the responsibility of the guidance supervisor to work with the data processing personnel in the areas of system design and implementation; he will assist the school counselors in obtaining the maximum utilization of the resources available. The qualifications of the supervisor include a master's degree in guidance and extensive experience in school administration and counseling.

3. Instructional Supervisor:

The instructional supervisor will be responsible for the organization, implementation and evaluation of the curriculum changes proposed in this project. He will work with the data processing department in scheduling machine time for class sessions, demonstrations, etc. His qualifications include a master's degree in Educational Administration, extensive technical know-how and experience in the areas of supervision

C. Qualifications and experience of professional personnel

1. The director of the project will be A. L. Brown. Mr. Brown is the director of the present planning operation and has been director of data processing for Concordia Parish for the past two years. He has had a very extensive formal education in the field of data processing. He obtained his technical training while on duty with the U. S. Air Force. Prior to his military service Mr. Brown attended Nebraska State Teachers' College in Chadron, Nebraska, majoring in Secondary Education. Released from active duty in October, 1964, he accepted the position of Sales Tax Director and Data Processing Supervisor with the Concordia Parish School Board. Since that time, Mr. Brown has been continuing his education at the University of Southern Mississippi Resident Center, located in Natchez, Mississippi.

   The experience gained in developing and operating the present system and directing the planning program has well prepared Mr. Brown to accept the responsibility of directing this program.

2. The guidance supervisor for the project will be Mr. Thomas Miller. Mr. Miller's qualifications include a B. S. Degree, a M. S. Degree in guidance and counseling, Weschler Individual Testing Certification, seven years' experience as a classroom teacher and guidance counselor, and two years' experience as supervisor of guidance for the Concordia Parish School System.

3. The instructional supervisor will be Mr. Douglas Watkins. Mr. Watkins has a B. A. Degree, a M. Ed. Degree, ten years' experience as a classroom teacher, and six years experience as Supervisor of Instruction for Concordia Parish.

XI. FACILITIES, EQUIPMENT AND MATERIALS

A. Facilities.

Ample space is available in the Concordia Parish School Board Office to house the computer installation. This office is located at 508 5th Street, Vidalia, Louisiana. The computer room itself will be remodeled to provide approximately 600 sq. feet of floor space, completely sound proofed and air conditioned. Classroom space will be available in the same building for the personnel involved

B. Justification of equipment and materials.

The equipment necessary for the proposed project is the IBM 1401 Data Processing System and related machines, together with materials and supplies necessary for its operation. This system was chosen primarily because of the tremendous amounts of software available for its support and its adaptability to the problems of school business. A sixty per cent educational discount will be given by the International Business Machine Corporation.

C. Efforts to use funds from other sources.

As was stated in section VI, the Concordia Parish School Board is spending local funds for data processing services. The expense of a project of this nature is in reality, very low when compared to the proposed results. Local and state funds cannot be taken from other areas, particularly in the developmental stages

APPLICATION FOR STATE AND/OR FEDERAL AID
FOR VOCATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

FINANCIAL YEAR 1971 - 72

CERTIFICATION

The applicant designated below hereby submits this plan to provide vocational programs, services, and activities to meet the vocational needs of persons within the applicant's district or area. Application is hereby made for state and/or federal vocational funds to assist in the implementation of such programs, services, and activities.

I hereby certify that, to the best of my knowledge, the information contained in this application is correct and that the programs, services, and activities approved will be conducted in accordance with provisions of the Louisiana State Plan for Vocational Education Under the Vocational Education Amendments of 1968 and the minimum standards for state approval in reimbursed programs of vocational education.

Concordia Parish School Board
Applicant (Legal Name of Agency)

Ben L. Green, Jr., Superintendent
Name and Title of Authorized Representative

P. O. Box 548
Mailing Address (Street or P.O. Box)

Ben L. Green, Jr.
Signature

Vidalia Louisiana 71373
City State Zip Code

May 1, 1971
Date Submitted

Arthur R. Arnold
Supervisor of Program

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STATEMENT OF THE PROBLEM

PURPOSE: To give an opportunity to average and above average students of the three Concordia Parish high schools, to learn a vocation in the fast growing field of data processing.

NATURE: The students of Concordia Parish are limited to general educational subjects and the type educational program typical of the majority of the secondary schools of the U. S. today.

Ninty percent of these students come from families of limited income that cannot afford the expense of college, technical schools, or trade apprenticeship. These students will be without a means of self and family support, except by welfare and/or common labor of the cheapest nature.

The interest of many students, today, are of a technical nature but few have an opportunity to explore the possibility of this type education. Students of Concordia Parish must travel about a hundred miles to this type technical school which is very expensive because of tuition, supplies, room and board. Also, these schools end up turning out only a trainee as they do not have an actual operation in existance which can be used as a laboratory.

Many of these students could be trained in a technical school while receiving their basic education. With this training, they could become self-supporting upon graduation from high school.

Some of these students could stay in a ten mile radius of Concordia Parish with jobs of average and better income for this area. Most of the others could find good paying positions within a one hundred mile radius of Concorida Parish with jobs available to all within the confines of the State of Louisiana.

PLAN: Concordia Parish School System will furnish the facilities for the School of Data Processing in a new building with classrooms next to the computer room. A NCR - Century 200 computer that operates on ths state adopted languages of FORTRAN and COBOL and which will be taught in the school. The facilities and machinery to be furnished by Concordia Parish on a time sharing basis with the school will cost approximately four hundred thousand dollars.

In preparing for the school, the Concordia Parish School System sent four of their data processing people - two instructors and two programmers - to the Dallas, Texas - NCR - Regional Education Center for five weeks. They were trained in a course provided for vocational teachers of the State of Texas' Junior College instructors. This was at a cost of approximately three thousand dollars.

Ferriday High School and Vidalia High School students will train in the programs during the regular school year and a summer program with Monterey High School students being given priority in the summer session, because of the distance they must be transported.

Three teachers will be used along with technicians from the data processing staff. One instructor will be assigned the auxiliary machines, lecture, and part of the laboratory; another the programming lecture and laboratory with the third aiding each in the laboratory phases. Also, technicians will be available to insure proper instruction and procedure on each machine at all times.

The course content will be geared to the business aspect and real data will be available for the advanced student. This data can be furnished from a real production situation and results can be compared to the production results of the Computer Service Center.

OBJECTIVES

GENERAL: To accomodate a maximum of forty-eight students during a regular school year and twenty-four during the summer months. A maximum of thirty-six in the regular school year and eighteen in the summer months would be ideal. A minimum of students for financial feasbility would be twenty-four in the regular school year and twelve in the summer session.

To have a totally integrated groun of students not able to afford college or technical schools, but having the desire to aquire this type education. (Their achievement levels would be widely varied but the mental ability would be of a greater value toward success than would present achievement level. Also, a great deal of physical ability involved in the area of auxiliary machines rather than that of high mental ability.)

To produce students as good or better than any commercial data processing school in the state of Louisiana. (Presently, Concordia Parish has possibly the best Data Processing Center anywhere in the nation for a school system of equal size. With this type program already in existance, Concordia Parish could add the instructional program necessary and increase it in some areas already operating to prepare the students in theory, and actual practice. Since a large operation is in existance, the students could be placed in a laboratory situation to turn out a finished student equal to and better than most in Louisiana's commercial schools. This type vocational technical education in the regular secondary school program would be equal to any in the nation.

SPECIFIC: 1. To develop a Data Processing Institute to train secondary students in the following phases:

a. Programming - The state adopted languages of FORTRAN and COBOL will be taught with computer operation.

b. Auxiliary Machines - Operation

Use of the following:

1. keypunch
2. verifier
3. sorter
4. interpreter
5. reproducing punch
6. MT Selectric Typewriter System

c. To furnish extensive laboratory training in each of the above areas.

2. To produce a finished student that may begin work, upon completion of school, at a very good salary for one of the twenty-five (25) firms employing approximately one hundred (100) data processing personnel within a ten (10) mile radius or somewhere in or adjoining Louisiana.

3. To produce students that may have a variety of choices for employment or future education as the following possibilities:

a. May work in math-science data processing center.

b. May work in a business data processing center.

c. May work in an educational data processing center.

d. May work with related types of machines.

4. To expand the present data processing installation as a laboratory environment for students.

5. To develop systems for aiding the area of vocational data processing and guidance for this and other systems.

6. To work in cooperation with the State Department of Education, other school systems, state colleges and universities and the local agencies.

DESCRIPTION OF THE NATURE OF THE PROBLEM

SCOPE: The welfare of individuals as well as the welfare of the nation depends upon the maximum and optimum educational and vocational opportunities for every child. The American way of life stresses the importance of an enlightened citizenry capable of self-governing. Education contributes not only to personal life adjustment of an individual, but to the ecomonic growth of the country. When the opportunity for education is not taken advantage of or is abused, not only is the individual being cheated, but America is being deprived of this untapped potential.

Present data concerning socio-economic factors relative to dropouts relate there is no definite division between unemployment, juvenile delinquency, and Public Welfare. Due to the inadequate education and maladjustment resulting from high school withdrawal, many dropout youths encounter failure in life. Unemployment and juvenile delinquency are pertinent to the dropout.

The youth who drops out of school, given the irrevocable direction that society is taking, increasingly has no future. This has made the dropout problem a matter of serious local, state, and national concern, thus, bringing about many studies of the problem. It is increasingly realized that many factors may originate as early as the elementary school.

Studies have revealed that most dropouts are capable of completeing their schooling, but are victims of economic. social, cultural, and psychological pressures which they have not been able to cope with alone. Parents, teachers, guidance counselors, and principals are the first line of defense in keeping youngsters in school. The first implication, from studies, is that guidance and occupational education must begin much sooner than they do at the present time.

JUSTIFICATION: In the beginning of secondary school educational history in the United States, apprenticeship was by large the main method of schooling for the youth. Through the years the American Educational System has "improved" without the method of apprenticeship until few students at graduation, today, have more than a general education and little knowledge to obtain gainful employment. The few that have more are those hand picked for college, usually at an early age and were pressured at every point along the way to ready themselves for college.

The present educational system centers around that 20% to be prepared for college. About 5% of these will drop out of college at a later date because of lack of interest or other problems. Another 40% will enter college because that is the thing to do and better than 35% of these will drop out because they had no business there in the first place.

Education must change and meet the needs of that 80% that will not graduate from college. The 20% attending and graduating from college are of the ability that will meet success in almost any type educational program. Therefore, the needs of the great majority, about 80%, must be met.

The dropout has been a great problem in modern years, usually because of unemployment. If the educational needs of the large majority of students had been met, a large percentage of dropouts would not have existed. They would have continued in some phase of the educational program.

It has been pointed out in research time and time again dropouts are not, by majority, weak students but average or better students who become bored by an educational system geared for formal education and lack of vocational education. Vocational education must be put back into our educational system to meet the needs of the misplaced students that may become protestors in college, rioters in the streets, partners in crime,

and future prison and welfare cases that will cost a hundred fold more than the money spent in a vocational educational system placed hand in hand with the general education program.

Concordia Parish is dependent on varied means of economic enterprises - large crops and/or cattle, farms, oil industries, large factories of Natchez, Mississippi, and small local enterprises - all, of which, demand a good education.

Population has shown a large increase in Concordia Parish, 42.2% from 1950 to 1960. This has continued during the 60's while most rural communities of North Louisiana have shown a decrease.

With this increase, undesirable increases have occurred elsewhere. Concordia now ranks 14th among the parishes of Louisiana in school dropouts, 15th in unemployment, and has 11.8% of youth unemployment.

Concordia Parish shows the median years completed at 8.1. The annual income per family has a direct relationship to the educational level of a community and Concordia is below the state level by more than $1,500.00 per family.

The educational approach must change to stop these undesirable situations. New programs must be put into effect to approach 0.0% in the dropouts and the unemployed.

The communities in and surrounding Concordia Parish have had high praise for the possibility of the Data Processing Training Institute for secondary school students. There has been an over - demand for the courses to be offered by the Data Processing Training Institute.

The news media of Ferriday and Natchez, Mississippi, have written articles as well as editorials praising this school as one of the greatest vocational opportunities to be offered anywhere.

EDUCATIONAL SIGNIFICANCE

At the present, most vocational training in the field of data processing is being taught after the secondary education has been completed. The teaching of keypunching has been an exception to the above statement, but use of other auxiliary machines and programming of several languages has been taught mostly in commerical school, colleges, and/or universities.

This school will give students the opportunity to accomplish a vocation several years earlier than normal. Some tend to think the eighteen year old is not mature enough for the more advanced technical jobs but everywhere you look in the data processing field you see youth. This is one of the few industries that has accepted youth. With the eighteen years olds voting and serving their country they are going to demand their place in the job world and education must be ahead of that demand with the vocational educational training necessary for success.

This data processing program will permit Louisiana to reach out among the first with a new concept in the training of the more technical vocations. It will permit Concordia Parish Schools to make farther use of five years background in data processing and expand into the field of data processing vocational training at a much more rapid pace than a system without the experience.

Concordia Parish School system has been involved in data processing in some nature the last five (5) years. The last three (3) years on a regional basis including at present - Concordia, Pointe Coupee, LaSalle, and East Feliciana parishes:

1. Scheduling of students
2. Grade Reporting

a. report cards
b. honor rolls
c. failure lists
d. grade point averages
e. grade distribution by teacher
f. grade distribution by subject
g. class lists
h. master student records
i. cumulative record labels

3. Visiting teacher reports

In addition Concordia Parish receives:

1. Monthly attendance reports (also, Jena High is serving as a pilot school for outside parishes.)

2. Informal grade reporting

3. Testing service (In pilot program)

a. Stanford Tests
b. Gates Reading Tests
c. Otis Mental Ability Tests
d. Teacher Made Tests

Other services offered the educational systems include:

1. Payroll

a. accounting
b. check writing
c. personal history

2. Budgets

a. General Fund
b. Federal Title Projects Funds
c. Lunch Fund
d. Maintenance Fund

3. Tax Collecting Services for:

a. Concordia Parish
b. Catahoula Parish
c. Tensas Parish
d. City of Vidalia

4. Student Instruction

a. Keypunching (limited)
b. Programming (limited - Fortran)

Concordia Parish will be able to develop methods and materials that will be of use to other school systems that will follow. The State Department of Vocational Education will be able to make use of the project to encourage other systems to take something they have that is good and make use of it to train students for later employment.

The most important of all to Concordia Parish is the fact that students within the system are being trained for good paying technical jobs in the field of data processing. The same students who may have been welfare cases in the future years, high school dropouts, or other unnecessary evils without this opportunity that can only be offered in a vocational program.

PROCEDURES AND ACTIVITIES

The students from Ferriday High School will be transported by bus before school each morning and returned after the second period. Due to the recess arrangement these students do not lose time from other school periods.

The students from Vidalia High School will be transported by bus during the last part of the noon hour and returned at the end of school.

In future years, efforts will be made to fill the middle two periods but in the initial year time must be allotted to develop procedures and materials.

The summer program will have Monterey High School students transported by bus picking up any Ferriday High and Vidalia High students that may also attend.

The two classrooms are located next door to the computer room and across the hall from the supervisor's office. The classroom instructors, supervisor, and technicians will work hand in hand with the vocational

Course II

Programming (Per student)

180 hours - Lecture
180 hours - Programming

360 hours for 2 hours credit

CIRRICULUM OUTLINE

I. Auxiliary Machines Operator - 2 Credits - 360 Hours

A. General Introduction
1. General Introduction to Data Processing
2. General Introduction to Auxiliary Machines

B. Keypunch - IBM - 029
1. Parts of keypunch
2. Card reading without visible print
3. Use of simple automation set
4. Use of complete keypunch practice set
5. Use of IBM - 029 with complex data fields
6. Practice for speed and accuracy

C. Use of Card Sorter - IBM - 082
1. Parts of sorter
2. Card arrangement for numeric sequencing
3. Card arrangement for alphabetic sequencing
4. Card code selection
5. Merging of different coded cards

D. Interpreter - IBM - 548
1. Parts of interpreter
2. Purpose of interpreter
3. Board wiring
4. Use with cards to be interpreted

E. Reproducer - IBM - 514
1. Parts of reproducer
2. Purpose of reproducer
3. Board wiring
4. Gangpunching of cards
5. Reproducing of cards
6. Gangpunching with interspersed Master Cards

F. MT Selectric Typewriter - IBM
   1. Parts and controls
   2. Use in making original copy
   3. Use in correction of original copy
   4. Practice for speed and accuracy

G. Verifier - IBM - 059
   1. Parts of verifier
   2. Use of simple automation set
   3. Use of complete practice set
   4. Use with complex data fields
   5. Practice for speed and accuracy

II. Programming - 2 Credits - 360 Hours

A. General Introduction
   1. General Introduction to Data Processing
   2. General Introduction to the Computer

B. Introduction to Programming
   1. Basic requirements of programming
   2. Duties of a programmer
   3. Basic steps in programming
   4. Mechanics of a computer

C. Introduction to FORTRAN IV
   1. Application of the language
   2. Specifications of the languages
   3. Advantages and disadvantages of the language
   4. Flowcharting of a short program

D. Use of FORTRAN IV
   1. Write a simple program in class
   2. Discuss the program
   3. Assign programs to individuals
   4. Check individual programs
   5. Assign a course required final program

E. Introduction to COBOL
   1. Application of language
   2. Specifications of language
   3. Advantages and disadvantages of language
   4. Flowcharting of a simple program

F. Use of COBOL
   1. Write a simple program in class
   2. Discuss the program
   3. Assign programs to individuals
   4. Check individual programs
   5. Assign a course required final program

G. Conclusion of programming course
   1. Review FORTRAN IV and COBOL
   2. Write a final program in each language

This program will go into the school program very similar to trade school, distributive education, and cooperative office education. In fact, there should be real possibilities of COE and data processing being a great aid to each other.

EVALUATION

The following local committee will be set up to work with a continuous type evaluation. This committee will meet several times each year to discuss the program and make constructive suggestions.

Charles A. Loomis - Instructor
Doris Rhodes - Counselor
Julius Huhn - Principal
Dennis Thomas - Instructor
Delores Young - Instructor
Eddie Coleman - Supervisor
Selma Washington - Counselor
Bernice McLemore - Instructor

The project director and the local committe will work closely with the State Department of Education representatives from vocational education and other areas.

Each pupil will have a personal folder that will be continued after completion of the course or courses so that follow up studies may be made.

At the end of the project a complete evaluation will be compiled as to number of students, success of students and employment of students.

DISSEMINATION

LOCAL SCHOOLS:

Policies related to the courses offered, schedule and prerequisites will be sent to each school and discussed with the administration and students.

OTHER SCHOOLS:

Any visitation into our program will be arranged and all possible information and aid will be given.

INDUSTRY:

A list of NCR users and IBM users in a certain area will be sent information regulary to aid students in finding employment.

STATE DEPARTMENT OF EDUCATION:

Copies of materials disseminated will be sent to vocational and other departments.

GENERAL PUBLIC:

News media and open house will be used to let the general public know of and see this opportunity offered to Concordia students.

PERSONNEL

The vast experience, knowledge and data processing capability gained through the Educational Automation Center the last five years by the Concordia Parish Schools' Administration, faculty, students, and parents, will give the firm background needed for the success of the vocational training school.

Concordia Parish Superintendent, Ben L. Green, Jr., will furnish the leadership necessary to accomplish great success in the vocational guidance project with experience as a teacher, principal, supervisor, and now superintendent. His vast educational background, formal education including B.S. Degree, M.A. Degree, 30 hours above the Master's Degree and near completion of the Doctor of Education Degree, will assure the

needed adminstrative guidance.

Project Director and laboratory instructor, Arthur A. Arnold, holds a B. S. Degree in Science Education, M. A. Degree in Educational Administration and Supervision, and 30 hours plus-- with statistics and data processing comprising at least a third. Also, the project director was an honor graduate from the Keesler AFB Electronics School for Civilian instructors and served two years as a Radar instructor. The following twelve years were spent as a physics and chemistry teacher, data processing instructor and as director of data processing at the present time. Also, he has completed the NCR schools in Neat III, COBOL, and Operating Software.

Auxiliary machines instructor, Charles Loomis, with 31 years experience as a business education teacher and 15 years as principal of Ferriday High School gives strong support to the data processing school. He holds a B.S. Degree, M.A. Degree and 30 hours above the Master's Degree. Also, he has four years experience in teaching the pilot program in data processing - keypunching, which has existed in Concordia Parish Schools.

Programming Instructor, William T. Hall, III, received a B.S. in Computer Science from Louisiana Tech University. He has one year's experience in the Concordia Parish Data Processing Center.

BUDGET
1971 - 72
1972 - 73
1973 - 74

Personnel				$ 5,266.66
Salaries				
Instructor	Degree	Experience	Summer Salary	
Charles Loomis	30+	Max.	3,266.66	
William T. Hall, III	BS	None	2,000.00	
Supplies and Materials				3,100.00
Project			2,900.00	
Cards, paper, and related supplies			1,500.00	
Machine ribbons			300.00	
MTST Tapes			100.00	
Student Packets and work materials			1,000.00	
Office Supplies			200.00	
Equipment				20,913.98
4 Verifiers			4,284.00	
9 Keypunches			9,311.40	
1 Reproducing Punch			2,167.20	
1 Interpreter			1,297.80	
1 Sorter			730.80	
4 Disc Packs			720.00	
1 MT Selectric Typewriter			2,402.78	
			TOTAL	$29,280.64

NOTE:

1972 - 73 Budget same as above

1973 - 74 Budget same as above

LOUISIANA DEPARTMENT OF EMPLOYMENT SECURITY
P. O. Box [illegible]
Ferriday, La. 71334
May 27, 1[illegible]

Concordia Parish School Board
Vidalia, Louisiana 71373

Attention: Mr. Arthur Arnold

Dear Mr. Arnold:

Please be advised that we foresee a need within the area for trained Keypunch Operators and Programmers. A training program for these occupations by your department would be helpful.

Yours truly,

LOUISIANA DEPARTMENT OF EMPLOYMENT
SECURITY - FERRIDAY AREA OFFICE

Alton L. Willis
Manager

ALW/ced

MISSISSIPPI
EMPLOYMENT SECURITY COMMISSION

MISSISSIPPI STATE EMPLOYMENT SERVICE

OFFICE OF
THE LOCAL MANAGER

AFFILIATED WITH THE
UNITED STATES EMPLOYMENT SERVICE

P. O. Box 785
Natchez, Mississippi

May 21, 1970

Concordia Parish School Board
Vidalia, Louisiana

Attention: Mr. Arthur A. Arnold

Gentlemen:

Mr. Arnold, telephoned this office on May 21, 1970, and advised us that Concordia Parish Schools were contemplating offering Data Processing courses in the near future, which would include Key Punch Operators and Programers.

Since we consider Concordia Parish in the general Natchez Trade area we are, of course, interested in anything done in Concordia Parish, which would stimulate either training or employment.

Proper instruction in most any type of Data Processing occupations is needed and we feel that job prospects for those satisfactorily completing the training are good. We would, therefore, recommend this type of training.

If the Natchez Local Office of the Mississippi State Employment Service can be of any service to you in placing the trainees in employment, please do not hesitate to call.

Yours truly,

William T. Swalm

William T. Swalm
Manager

WTS/mlc

PUT YOUTH ON A JOB

Form VE 104

Submit in Quadruplicate
For Each Teacher

State of Louisiana
Department of Education
Division of Vocational Education
P. O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

1971-72
XXXXXXX
Fiscal Year

Business Education
Vocational Program

Concordia Parish School Board
Local Educational Agency

VOCATIONAL EDUCATION PERSONNEL

harles Loomis
Name of Teacher

30+
Degree Held

oncordia Parish Data Processing School
School

Maximum
Years Experience Allowed

$ 10-500 (includes $700.00 local)
Total 9-Month Salary
(Exclude any Federal Supplement)

I. Teaching Schedule of Vocational Teacher

Class Period	Subject Taught	Length of Period (Minutes)	Enrollment
1st	Data Processing - Auxiliary Machine	60	14
2nd	" " " "	60	14
3rd	" " " "	60	14
4th	" " " "	60	14
5th	" " " "	60	14
6th	" " " "	60	14
7th			

APPLICATION FOR EXTENDED EMPLOYMENT

I. Application is hereby made for Federal and/or State reimbursement for salary of person named in this application:

No. of Months 3

Month(s) and Year July 1971
August 1971
June 1972

Brief Program Description:

(To be filled in by Louisiana State Department of Education)

Salary Matching Funds:

_____ x $_____ = $

Pro Rata Time Voc. Subjects — 9-Month Salary

Extended service approved for _____ month(s) at $_____ Mo. = $_____

Recommended by: (Signature of Vocational Director) Date

Form VE 104

Submit in Quadruplicate
For Each Teacher

State of Louisiana
Department of Education
Division of Vocational Education
P. O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

1971-72
XXXXXXX
Fiscal Year

Business Education
Vocational Program

Concordia Parish School Board
Local Educational Agency

VOCATIONAL EDUCATION PERSONNEL

William T. Hall, III
Name of Teacher

BS Degree
Degree Held

Concordia Parish Data Processing School
School

No experience
Years Experience Allowed

$6,600 (includes local 700.00)
Total 9-Month Salary
(Exclude any Federal Supplement)

I. Teaching Schedule of Vocational Teacher

Class Period	Subject Taught	Length of Period (Minutes)	Enrollment
1st	Data Processing - Programming	60	15
2nd	" " "	60	15
3rd	" " "	60	15
4th	" " "	60	15
5th	" " "	60	15
6th	" " "	60	15
7th			

APPLICATION FOR EXTENDED EMPLOYMENT

II. Application is hereby made for Federal and/or State reimbursement for salary of person named in this application:

No. of Months 3

Month(s) and Year July 1971
August 1971
June 1972

Brief Program Description:

(To be filled in by Louisiana State Department of Education)

Salary Matching Funds:

_____ x $_____ = $ [redacted]
Pro Rata Time Voc. Subjects — 9-Month Salary

Extended service approved for _____ month(s) at $_____ Mo. = $_____

Recommended by: (Signature of Vocational Director) | Date

MANUAL FOR STUDENT SCHEDULING

THE CONCORDIA PARISH
DATA PROCESSING CENTER
VIDALIA, LOUISIANA

Forword

Scheduling of students, whether by hand or by computer, is no easy task. It has been proven, however, that the computer is a valuable tool that the administrator can use to accomplish the clerical portion of the job while devoting more of his time to the development of his program.

What are the specific advantages of this method of scheduling? A few of the answers are included in the following list:

A. Easier, quicker tally of course requests.

B. Less clerical time in determining course requests and teacher allotments.

C. Student, parent and counselor give more thought to the course requests.

D. Makes for better use of school facilities.

E. Provides more accurate information.

F. A more effective master schedule built.

G. More impartial scheduling practices.

H. Class lists, homeroom lists, study hall lists provided without clerical effort.

I. Individual student schedules prepared for ease of distribution.

J. Reduce confusion in opening day activities

A second question and one of even greater concern is <u>how</u> it is done. The staff of the Concordia Parish Data Processing Center has developed this booklet to assist you in achieving success in your scheduling efforts. We know that all of your questions will not be answered on these pages and will therefore be happy to assist you in any way possible.

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Overview of Scheduling Process.

1. Plan next years program.

   Before any work can be accomplished towards scheduling, the principal must develop a list of courses that are to be offered in his school for the coming year. This does not have to be firm at this time, and can contain tentative offerings.

2. Notify Data Processing which grades are to be scheduled by computer and schools the students are transferring from (feeder schools).

   This will allow for preparation of gummed labels for your use in collecting course requests (see Step 4 below). We will, at this time, assume that every student will be promoted to the next grade. Provision is made to correct failures later.

3. Prepare course selection form (Figure 1).

   Each school prepares its own selection form, preprinting the courses to be offered. Extreme care must be taken in this step to insure correct course numbering.

4. Using the gummed labels supplied by Data Processing, course selection forms are completed for each student.

   Request are made by circling the course desired. Additional information is given where required.

5. Completed course requests are submitted to Data Processing

   These requests will be processed to prepare course request verification forms, simple tally, and potential conflict matrix. These reports will be forwarded to you with the original request forms.

6. Course requests are verified and changes submitted to Data Processing (use course selection form).

   New tallies and conflict matrices will be provided.

7. Build master schedule and submit on Master Schedule submission form (Figure 2)

8. Trial Schedule Run.

Reports will be provided to show scheduling percentages, class load analysis, and reject analysis.

9. Make changes to master schedule or student requests as desired and report.

When satisfied with results, notify Data Processing for final runs

10. Class lists, individual student schedules, and student master sheets are prepared by Data Processing and forwarded to schools.

11. New students, deletes, and changes are handled as described in administrators' guide

Note: See Figure 21 for scheduling flow.

Scheduling Options Available.

1. Automatic Period Selection.

The student indicates the first and last period during which he can attend school (usually 1 - 6). If the student will not be in attendance the last period of the day, he would indicate periods 1 - 5 and so on.

2. Ability Grouping.

When using this feature, each course request is assigned a stanine for courses to be grouped. A student good in math may have a 7 stanine, with a 3 stanine in English in which he does poorly, etc In the master schedule, each class is assigned a stanine range, with the lowest and highest stanine permitted in such class. Only students meeting the minimum and maximum limits are selected. Through use of overlapping ranges, additional flexibility is lent to the master schedule, reducing rejects resulting when rigid grouping is employed

3. Caution.

When grouping is employed for a particular course, all students requesting that course must be assigned a stanine even though you may wish to group only one section. This can be accomplished very easily. Assign stanine "1" to your ungrouped sections and students and "9" to the grouped section and students.

4. Grade Selection

The Master Schedule indicates the lowest and highest grade permitted in a particular course. Particularly good for P E or any course that is to be limited to particular grades. When the low and high are the same grade, then only students of that one grade will be scheduled, etc.

5. Sex Selection

A variation of the above, where the master schedule specifies that only students of one sex are to be selected for a particular course. Again particularly good for P E. Sex selection and grade selection may be employed for the same course.

6. Scheduling for Lunch.

In those schools that have more than one lunch period, the program can be made to schedule lunch just as if it were a subject. When this feature is used, it is not necessary for the students to request lunch, as the computer will automatically schedule every student a lunch period.

7. Alternate Course Requests.

It is possible to allow the students to select an alternate course for any of his requests. This feature can be useful for many purposes, for instance, where it is not known for sure that a course will be offered. When a alternate course is requested, it is only scheduled after the preferred course has been rejected. In no case should an alternate ever be specified unless it is truly permissable to be scheduled.

8. Blocked Periods.

A course may be defined for a single period, or for a number of periods, consecutive only, starting with a specific period. When so defined, only those students who are free during all periods of the block will be selected, and they will be scheduled separately into each period of the block as a result of a single request for the course.

9. Substitute Course Numbers.

It is frequently desirable to be able to manually control the students assigned to a particular section of a course This can be accomplished through the use of a substitute course number This number is included on the course request form and the master schedule and only those students requesting this number are scheduled. This number is converted back to the actual course number after scheduling is completed

This feature can also be used for those cases where it is desirable to have the same group of students scheduled for two or more consecutive periods (different courses) In this case the students would request the substitute number in place of two or more actual courses The master schedule would then list the substitute number and the number of periods covered (block). The actual courses and teachers would replace the substitutes after scheduling is completed

Note: Although all of the above features are available to you, please remember that the more of these options you use, the more complex your master schedule becomes and it will therefore, become more difficult to successfully schedule your school

Collection of Course Request

The most important step in the scheduling process is the accurate collection of student course requests By following the procedures outlined below, you will greatly increase your chances for success.

1. Preparation of Course Request Forms

Each school is responsible for preparing their own request forms and forms for your feeder schools. Your form should be designed in the manner shown in Figure 1

All of the information at the top of the form must be included Be sure to print the name of your parish and school The body of the form should include only those columns that will be used by your school You may omit the columns headed "Alternate" if you will not be allowing alternate course requests and you

may omit the columns headed "Gr" if you will not be using the ability grouping feature.

List only those courses that will be offered in your school, the first semester, using extreme care to insure accurate coding of course numbers. Do not include second semester courses. Refer to your administrators' guide for a complete list of codes. If you plan to use a substitute course number for any reason, be sure to include them on the form. Do not include study hall, as the computer will automatically complete the student's day.

Since this is your request form (it will be returned to you), you may include any other information that you may desire on it. Some schools find it helpful to require the parents' signature or other data. This is fine so long as it does not interfere with the information required by the Data Processing Center.

2. Collecting Requests.

a) Prior to distributing the request forms to the students, place the pressure sensitive labels (supplied by data process ng) on the blank request forms. This label will supply us with the information needed about the student and eliminate the need of writing the student's name, etc. on the form.

b) Distribute forms to the students in your school and feeder schools, along with any instructions regarding school policy, preregistration, etc. Instruct the students to draw a circle around the course number and name of the subjects they are requesting. Alternate courses are requested by inserting the course code of the alternate subject immediately behind the preferred course.

Note: This step may be accomplished in the manner best suited to the individual school. Some schools prefer to have the guidance personnel counsel the students prior to making requests, others allow the students to make their choices prior to counseling.

c) Screen the course requests for obvious discrepancies (9th graders requesting 12th grade subjects, requesting more than six subjects, etc.)

d) Code requests for stanine ability grouping

e) Submit the completed course requests to data processing. Be sure to include one form for every student to be scheduled

Verification of Course Request

When your completed course request forms are received, they will be processed and returned to you along with individual student request verification forms (see Figure 2) These verification forms will be printed in alphabetical order within homeroom sequence and are to be used to double check course requests. Make any changes in the manner described below

Changes.

Request Change: Complete new course request form for student involved and and indicate "Request Change" on top of form. Submit to Data Processing.

Request for New Students: Complete course request form in same manner as previously used and submit In place of student number indicate "New Student."

Removal of Drops: Return verification form for student involved, indicating on face of form "Delete " Be sure you have submitted the master sheet to drop this student from your files

Every attempt should be made to keep the schedule information up to date as this will greatly reduce the manual effort required when school opens in the fall.

Preliminary Reports

Along with your verification listings, you will receive a variety of reports for your use in planning your program and building a master schedule. These reports are described in detail below.

1. Course request tally (Figure 3). This report is designed to give you information concerning the numbers of students requesting each course. Totals for each course are given by grade and sex. Use this report in determining the number of sections required for each course. This report will be provided everytime a change is made to the student requests.
2. Student Request Verification Listing (Figure 4). This report lists every student who has completed a course request form. The information is identical to the individual forms, however, it is printed in alphabetical sequence within grade and is to be used for reference purposes only.
3. Reverse Verification Listing (Figure 5) This report shows the names of those students requesting each subject. Used for reference purposes only.
4. Tally by Stanine (Figure 6). This report shows the total requests by ability groupings for each course. You will not receive this report if you do not use this feature.
5. Potential Conflict Matrix (Figure 7). This is a matrix type report with course numbers listed along the top and sides of the form At the point where a course number listed on the top intersects with a course listed on the side, a tally is printed giving the number of students requesting both courses.

Building a Tentative Schedule

The scheduling programs available to you provide a number of aids for building a good Master Schedule. Furthermore, the system provides a number of options that improve scheduling efficiency. In the final analysis, however, a superb scheduling system will produce poor results with an unworkable Master Schedule.

The preparation of a Master Schedule represents a manual task. Very little material has been written on the subject and the method outlined below is by no means the final answer, but does provide an organized approach to the problem If you have a workable method of your own, by all means use it

Building a Master Schedule requires consideration of the student population, facilities, faculty and the courses offered. The following worksheets help keep track of these elements and organize the task. These are as follows:

1. Student Availability Worksheet - This is used to keep track of how many students are left to be provided for during each period
2. Facilities Worksheet - Used to keep track of each room and how it is assigned for each period.
3. Faculty Worksheet - Used to keep track of each teacher and their assignments
4. Course Worksheet - Used to keep track of all classes offered for each course

[illegible]ocessing will produce reports equivalent to each of these worksheets Sample worksheets for these forms are discussed in the following paragraphs

Student Availability Worksheet

The Student Availability Worksheet, Figure 8, is used to assure that space is provided for each student during each period Full section rejects will result if insufficient space is allocated during a period Excessive space will produce poor class balancing.

The form contains space on the left margin for notation of each course assigned. The main body is divided into double-width columns, one for each period of the day Under each period, each sex is assigned a separate column.

The first step is to enter the total number of expected boy and girl enrollments during each period. Then, as each class is assigned to a period, it is identified in the margin and the expected number of boys and girls entered under the period selected, drawing a sub-total of the remaining students. The Simple Tally Report gives some indication of the ratio of boys to girls and can indicate the expected average enrollment for any one class.

After scheduling, the Class Load Analysis in course number sequence within period becomes the equivalent of the Student Availability Worksheet

Facilities Worksheet

The Facilities Worksheet is used to record room assignments during each period The sample contained in Figure 9 contains space to record the Room Number, Room Size, Special Equipment, the courses assigned each period and the expected enrollment for each class.

Some rooms are so specialized that only certain courses can use the facility Examples are language labs, science laboratories, physical education classes, etc The administrator should assign these rooms early in the process, along with other classes for which no real options exist

The Class Load Analysis Report in period sequence within room becomes the equivalent of the Facilities Worksheet after scheduling.

Faculty Worksheet

The Faculty Worksheet, Figure 10, helps keep track of faculty assignments Space is provided to record the Teacher Name, Special Qualifications, and course and room assignments during each period.

The Class Load Analysis, period within teacher sequence, becomes the equivalent Faculty Worksheet

Course Worksheet

The final worksheet is used to record the number of classes assigned to each course and the period assigned for the class Figure 11 contains a sample Course Worksheet and contains space for recording the Course Title; the total expected enrollment for boys and girls; the number of classes offered; the average class size for boys and girls; and period, teacher and room assigned After scheduling, the period within the course number Class Load Analysis represents the equivalent of the Course Worksheet.

Preparing the Schedule

The first step in preparing the Master Schedule is to divide courses into

various categories. Courses are then assigned in the sequence of the following categories:

1. Courses offered practically every period of the day These courses are assigned first, since no real option exists in their assignment
2. Courses for which no period choice exists These are assigned next Examples are classes such as athletics which must be offered during the last period, or classes that must meet in the cafeteria during non-lunch periods
3. Classes that require special rooms Frequently, no real choice exists for this type of class Chemistry and physics labs, lunch periods, etc present good examples They should be assigned early
4. Number of classes offered. The order of the remaining course assignments is based on the number of classes offered each day Those offered but once are scheduled first

Preparing the Master Schedule on this basis permits early assignment of those courses for which few options exist This clears the way for multi-choice courses and produces a better schedule.

Use of Worksheets

The following steps are taken in using the various worksheets described in preceding paragraphs A decision is made to assign a particular class during a certain period. This decision was reached by determination that there are suitable physical facilities and that a faculty member is available to instruct the class

Potential conflicts with other classes during the proposed period are checked if the number of classes for the course are few

Once all decisions are made, notations are made on the Faculty Worksheet to indicate the course and room assigned Notations are made on the Facilities Worksheet that indicate the course and instructor assignments, and the class size Similar notations are made on the Course Worksheet The expected number of boys and

girls are entered under the appropriate period on the Student Availability Worksheet, and a new sub-total developed for that period

Use of the worksheets and the sequence of course assignments will not in itself produce a good Master Schedule. However, the technique does provide an organized approach and should produce a better Master Schedule than possible with less organized methods

Submission of Master Schedule

Once your schedule has been built, your next task will be to complete the Master Schedule Submission Form (Figure 12) This form will provide the computer with the information it needs in order to schedule your school You will be given an ample supply of these forms.

This form, while it looks complicated, is actually very simple to complete. One line on the form corresponds to one block of your schedule. For instance, if a teacher teaches 5 periods of the day, five lines would be required to transmit this information. The information required is as follows:

Teacher Number - Give the number previously assigned by Data Processing If new teacher (not replacement) indicate "New" If replacement teacher, attach note giving old teachers name and number

Teacher Name - Use last name and initials. If unknown, leave blank

Number periods block - Enter length of class in number of periods Example 1: English I meets for one period, enter (1) Example 2: C O E meets for three consecutive periods, enter (3)

Period - Enter the period of the day that this course is to be taught

Course Number - Enter the three digit course number for this course

Course Title - Enter the name of this course

Sex - If this section is to be limited to one sex, enter that sex code (B-Boys, G-Girls). If not limited by sex, leave blank.

Grade Range - If this section is to be limited to students of a particular grade or grades, enter the low grade to be included and the high grade to be included. If section is not limited by grade, leave blank

Stanine Range - If this course is to be grouped by ability (stanine codes on requests), enter the low and high to be included If not grouped, leave blank

NOTE: If any section of a particular course is grouped, all sections of that course must be grouped.

Room Number - Place the number or code of the room in which this section is to be taught.

NOTE: This column may be left blank, however, if used, it will provide valuable assistance in evaluating your master schedule concerning utilization of classroom space.

Trial Schedule Pass

After your Master Schedule has been received, the computer will perform extensive checking of the student file against the schedule and inform us of any obvious errors or omissions that would prevent a trial scheduling pass. Once these discrepancies have been remedied, a schedule run will be made The computer will attempt to fit each of your students into the Master Schedule, then report the results. Numerous reports are provided to help you evaluate your schedule and point the way towards improvement These reports are explained below:

A. Scheduling Statistics (Figure 13): The following data is printed for each grade: total students, total students and percentages scheduled without rejects, total students with rejects

B. Class Load Analysis by Course (Figure 14): This report shows total requests, enrollments and rejects It further shows the maximum size and total enrollments for each section of each class. A statistical

index, the mean absolute deviation (MAD) of class sizes is calculated to indicate the effectiveness of class balancing for each course with an overall total printed for each period

C. Class Load Analysis by Room (Figure 15): This report shows the total number of enrollments and maximum allowed for each period that a room is in use.

D Class Load Analysis by Teacher (Figure 16): This report shows the total number of enrollments and maximum allowed for each period during the teacher's day.

E. Class Load Analysis by Period (Figure 17): This report shows the total number of enrollments and maximum allowed for each class within each period.

F. Reject Analysis by Student (Figure 18): This report is prepared for each student that had at least one reject. It shows all of the student's course requests and the availability by period of each requested course

Changes to Master Schedule

The true advantage of machine scheduling becomes apparent at this point, that is in having the ability to change the Master Schedule and student requests and start over. Very little effort is required to make these changes and reschedule your school. Merely notify Data Processing of the changes desired (no special forms are provided) and another run will be made and reports produced All runs shall be considered as simulation runs and only when the last simulation is satisfactory, does such a run become, in effect, the final schedule

Final Reports

After the final schedule run, the information from the scheduling system is placed on the student's regular file. From this file, class lists, individual schedules, and student master sheets are printed Changes, additions, deletes, etc are handled manually and reported to the center as described in your Administrators' Handbook

STUDENT SCHEDULE REQUEST FORM

Affix Label Here

St. No. _____ Student Name _____

Grade (Next Year) _____ Sex _____ Date of Birth _____

Parish Name _____ School Name _____

Periods in Attendence: _____ to _____

Preferred Code	Grp	Course Title	Alternate Code	Grp	Preferred Code	Grp	Course Title	Alternate Code	Grp	Preferred Code	Grp	Course Title	Alternate Code	Gr
015		English			360		Trigonometry			726		Woodwork II		
040		Science			370		Advanced Math			781		Agriculture I		
034		La. Studies			411		General Science			782		Agriculture II		
021		Math			421		Biology			783		Agriculture III		
052		Physical Ed			430		Chemistry			784		Agriculture IV		
061		Band			440		Physics			810		P. E.		
110		English I			510		Home Economics I			910		Band		
120		English II			520		Home Economics II			920		Driver's Education		
130		English III			530		Home Economics III			950		Study Hall		
140		English IV			540		Home Economics IV			661		Clerical Office		
210		Civics			611		Typing I							
230		American History			612		Typing II							
240		World Geography			621		Shorthand I							
270		General History			641		Bookkeeping I							
311		General Math			650		Gen. Business							
321		Algebra			660		C O E							
330		Geometry			680		Business Arith.							
340		Algebra II			711		Mechanical Draw I							
					712		Mechanical Draw II							
					725		Woodwork I							

COURSE REQUEST FORM

Figure 1

ANY SCHOOL PHONE 888-9999

STUDENT COURSE REQUESTS FOR 68/69 SCHOOL YEAR

NAME - PECANTY FREDDIE M SEX - B GRADE NEXT YEAR - 10 D.O.B. 09/04/52

120-	ENGLISH II	330-	GEOMETRY
* 811-	GENERAL MATH	421-	BIOLOGY
782-	AGRICULTURE II	* 611-	TYPING I
810-	P E		

SIGNATURE.....

* DENOTES ALTERNATE REQUEST

INDIVIDUAL VERIFICATION FORM
Figure 2

SAMPLE PROBLEM DATA — GRADE COURSE REQUEST TALLY — 02/01/67 — PAGE 1

COURSE NO.	COURSE DESCRIPTION	SEX	PREFERRED COURSE REQ UNSPFD	SEM 1	SEM 2	ALTERNATE REQUEST TO THIS	FRM OTHR	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
014	PHYS EDUC	B		201	195		47						396
		G		1	1								2
		T		202	196		47						398
016	PHYS EDUC	B	47			47							47
		G											
		T	47			47							47
024	PHYS EDUC	B											
		G		209	196		49						405
		T		209	196		49						405
025	PHYS EDUC	B											
		G	32			32							32
		T	32			32							32
026	PHYS EDUC	B											
		G	17			17							17
		T	17			17							17
131	ENGLISH 3	B											
		G											
		T											
132	ENGLISH 3	B											
		G											
		T											
141	SR ENGLISH 2	B	10		1								11
		G	15										15
		T	25		1								26
142	SR ENGLISH 2	B	41		1	40							42
		G	23			23							23
		T	64		1	63							65
143	SR ENGLISH	B	19			19							19
		G	9			9							9
		T	28			28							28
151	SR ENGLISH 1	B	82	2		80							84
		G											112
		T											196
152	SR ENGLISH 1	B											94
		G											106
		T											200

COURSE REQUEST TALLY

Figure 3

STUDENT REQUEST VERIFICATION LISTING

SCHOOL NAME SAMPLE PROBLEM DATA GRADE 12 DIST/SCHOOL 0907 PAGE 66

STDNT.NO.	SEX	STUDENT NAME	M/R	PD.SCH	COURSES REQUESTED	$-1ST SEM REQST	#-2ND SEM REQST	*-ALTERNATE
960567	G	WITHAM KAREN M		1-6	241 -GOVERNMENT 170 -MODERN LIT 025 -PHYS EDUC	151 -SR ENGLISH 1 370 -MATH ANALYSIS 504 -FRENCH 4	360 -TRIGONOMETRY 280 -PSYCHOLOGY 490 -PHYSICS	
960575	G	WITHAM SHARON L		1-6	$ 024 -PHYS EDUC 151 -SR ENGLISH 1 370 -MATH ANALYSIS 802 -TYPING 2	# 024 -PHYS EDUC 360 -TRIGONOMETRY 286 -ECONOMICS	241 -GOVERNMENT 170 -MODERN LIT 601 -ART 1	
963026	G	WOLTER JAYNE C		1-6	$ 024 -PHYS EDUC $ 280 -PSYCHOLOGY 999 -MID YR GRAD	$ 241 -GOVERNMENT $ 604 -ART 4	$ 151 -SR ENGLISH 1 $ 606 -COMM ART 2	
963943	B	WOOD JEFFREY C		1-6	$ 014 -PHYS EDUC 151 -SR ENGLISH 1 490 -PHYSICS	# 014 -PHYS EDUC 170 -MODERN LIT 657 -CONCERT BAND	241 -GOVERNMENT 280 -PSYCHOLOGY 508 -GERMAN 4	
971493	G	YARUSH LINDA M		1-6	$ 024 -PHYS EDUC 250 -CAL HISTORY 807 -SALESMANSHIP	# 024 -PHYS EDUC 260 -SOCIAL PROBS 143 -SR ENGLISH	243 -GOVERNMENT $ 611 -CERAMICS 1 802 -TYPING 2	
972957	B	YETZKE MICHAEL E		1-6	$ 014 -PHYS EDUC 160 -ENGLISH LIT 333 -ALGEBRA 2	# 014 -PHYS EDUC 260 -SOCIAL PROBS 142 -SR ENGLISH 2	242 -GOVERNMENT 170 -MODERN LIT 502 -FRENCH 2	
980770	B	ZOSKY EDWARD W		1-6	$ 014 -PHYS EDUC 280 -PSYCHOLOGY 142 -SR ENGLISH 2	# 014 -PHYS EDUC 333 -ALGEBRA 2 920 -ARCH DWG 1	242 -GOVERNMENT 480 -APP PHYSICS	

STUDENT REQUEST VERIFICATION LISTING

Figure 4

GRADE 12 STUDENT TOTAL- 507

REVERSE VERIFICATION LISTING [illegible]

DIST/SCHRISZ 0007

CRWRSI

SAMPLE PRIMLIM DATA

		CR. STUD.NO.	STUDENT NAME	CR. STUD.NO.	STUDENT NAME
BOS -BOOKKEEPING I	I	12-044631	-BALER RICK L	12-095185	-PRATSINAW FRANK P
		12-135473	-CARRILLO JOSEPHINE	12-290640	-FOX MARSHA L
		12-301250	-GAINES DONNA S	12-301300	-GARCIA LOUIS D
		12-352550	-HACHOLSKI LYNNE C	12-352500	-HACKETT WARREN C
		12-605360	-LANGAN CATHRYN L	12-575005	-MC GRATH SUSAN R
		12-702367	-PIERSON RONNIE J	12-712078	-PRATTO LINDA S
		12-753140	-REGENE JOANNE F	12-735713	-REMINGTON STEVEN J
		12-775900	-RUSSELL LUCINDA L	12-783785	-SANDGREN KENNETH E
		6 12-805098	-SWEENEY DENNIS A	12-896850	-TWITCHELL DONALD J
		12-910795	-VICTOR SHERRY L	12-915706	-WOLOWICH JOAN E
BOT -SALESMANSHIP	I	12-135473	-CARRILLO JOSEPHINE	12-212750	-DELLINGER MARY
		12-215050	-DEWZER RICHARD J	12-335412	-GRANATO LINDA L
		12-383454	-HECKARD STEVEN L	12-496802	-LANSPA PAT M
		12-635395	-MYERS CARL R	12-641842	-NELSON MARTIN F
		12-686802	-PEAK DONNA J	12-719428	-QUALTERS JOHN S
		6 12-728370	-RAYMOND JUDITH R	12-729772	-BERNELZ LYNN A
		12-735713	-REMINGTON STEVEN J	12-739922	-REYNOLDS SANDRA R
		12-783785	-SANDGREN KENNETH E	12-791085	-SCHENK SUSAN C
		12-796290	-SCHULTZ LYNN M	12-880150	-STUCKE CAROL A
		12-918995	-WAGNER RUTHIE A	12-918995	-WAGNER RUTHIE A
		12-971493	-YARUSH LINDA M		
BOA -MERCHANDISING	I	12-050410	-BARNEY VERLEEN A	12-128270	-CAMPBELL SHARON S
		12-146756	-CHANEY GREGORY P	12-140099	-CHAVES SALLYE L
		12-158486	-CLARK PATRICIA M	12-213150	-DE MAIO DENNIS P
		12-222950	-DISHION DON R	12-530564	-GOODNESS JULIE A
		12-358185	-HALL SUSAN F	12-363029	-HANNIGAN STEPHEN J
		12-609819	-HOLLADAY PAMELA J	12-668479	-JOHNSTON KATHY L
		12-605360	-LANGAN CATHRYN L	12-698845	-LANZ DEBORAH A
		12-528750	-LOWE BARBARA L	12-588021	-MC CLOSKEY TOM M
		6 12-583161	-MC PHERSON LINDA M	12-614999	-MOORE RUSSELL M
		12-631429	-MINSON FRANK W	12-659600	-OGANESOFF MARGARET E
		6 12-694755	-PETERS WANDA J	12-702367	-PIERSON RONNIE J
		12-712078	[illegible]		-SHAW ANDREA W
		12-816430			-SIMMONS MANCEE J
		12-827600			-STARKE TONI L
		12-849036			-STUMPF CHRIS
		12-896850			-UVALLE SANDRA E
		12-910795			-WILCOX NORMA J

REVERSE VERIFICATION LISTING

Figure 5

NOTE:0-ALTERNATE 8-1ST SEMESTER ONLY 8-2ND SEMESTER ONLY M-SCHEDULED J-REJECTED

CARLMONT HI NEW DAT STA-9 COURSE REQUEST TALLY 01/01/67

COURSE NO.	COURSE DESCRIPTION	SEX	TOTAL	STA-9 0	STA-9 1	STA-9 2	STA-9 3	STA-9 4	STA-9 5	STA-9 6	STA-9 7	STA-9 8	STA-9 9
101	ENGLISH I-AS	B	294		13	249	32						
		G	241		22	212	7						
		T	535		35	461	39						
102	ENGLISH II-AS	B	267		17	222	28						
		G	253		43	195	15						
		T	520		60	417	43						
103	ENGLSH III-AS	B	265		16	190	30		29				
		G	262		24	189	25		24				
		T	527		40	379	55		53				
104	ENGLISH IV	B	85			60		25					
		G	54			48		6					
		T	139			108		31					
105	A P ENGLISH	B	12	12									
		G	28	28									
		T	40	40									
106	BUSINESS ENG	B	1	1									
		G	39	39									
		T	40	40									
108	LANG THOUGHT	B	24		10						14		
		G	22		15						7		
		T	46		25						21		
109	SENIOR COMP	B	68		18						50		
		G	61		27						34		
		T	129		45						84		
135	DRAMA I	B	27	27									
		G	65	65									
		T	92	92									
136	DRAMA II	B	14	14									
		G	26	26									
		T	40	40									
137	DRAMA III	B	5	5									
		G	14	14									
		T											
140	JOURNALISM I	B											
		G											
		T											

TALLY BY STANINE

Figure 6

0907 SAMPLE PROBLEM DATA POTENTIAL CONFLICT MATRIX 01/01/67 BOOK 001 PAGE 001 OF 005

	016	025	026	141	143	153	195	196	197	243	250	286	287	296	324	333	341	342	350	422	
016-	47	0	0	2	1	0	1	2	2	1	2	6	4	1	1	6	1	4	1	0	-016
025-	0	32	0	2	0	0	0	0	0	0	0	3	3	1	0	1	0	0	0	0	-025
026-	0	0	17	1	0	0	0	2	0	0	0	0	0	0	0	1	0	3	0	0	-026
141-	2	2	1	26	0	0	0	7	2	0	0	4	0	2	0	0	0	0	0	0	-141
143-	1	0	0	0	28	0	0	0	0	20	4	0	3	0	3	0	0	0	3	3	-143
153-	0	0	0	0	0	11	0	0	0	6	0	0	1	0	0	0	0	0	1	1	-153
195-	1	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	1	0	0	-195
196-	2	0	2	7	0	0	0	16	0	0	0	1	0	2	0	0	1	0	1	0	-196
197-	2	0	0	2	0	0	0	0	13	0	0	0	0	0	0	0	1	1	0	0	-197
243-	1	0	0	0	20	4	0	0	0	34	5	0	3	0	2	0	0	0	6	2	-243
250-	2	0	0	0	4	0	0	0	0	5	20	1	4	0	0	0	2	1	1	3	-250
286-	6	3	0	4	0	0	0	1	0	0	1	36	5	0	1	3	1	2	0	0	-286
287-	4	3	0	0	3	1	0	0	0	3	4	5	29	0	0	0	1	2	1	1	-287
296-	1	1	0	2	0	0	0	2	0	0	0	0	0	7	0	0	0	0	0	0	-296
324-	1	0	0	0	3	0	0	0	0	2	0	1	0	0	8	0	0	0	0	0	-324
333-	6	1	1	0	0	0	0	0	0	0	0	3	0	0	0	29	0	0	0	0	-333
341-	1	0	0	0	0	0	0	1	1	0	2	1	1	0	0	0	8	0	0	0	-341
342-	4	0	3	0	0	0	1	0	1	0	1	2	2	0	0	0	0	30	0	1	-342
350-	1	0	0	0	3	1	0	1	0	6	1	0	1	0	0	0	0	0	15	1	-350
422-	0	0	0	0	3	1	0	0	0	2	3	0	1	0	0	0	0	1	1	11	-422
	016	025	026	141	143	153	195	196	197	243	250	286	287	296	324	333	341	342	350	422	

POTENTIAL CONFLICT MATRIX

Figure 7

STUDENT AVAILABILITY WORKSHEET

COURSE MEMO	PERIOD 1		PERIOD 2		PERIOD 3		PERIOD 4		PERIOD 5		PERIOD 6		PERIOD 7	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

STUDENT AVAILABILITY WORKSHEET

Figure 8

FACILITIES WORKSHEET

ROOM NUMBER	ROOM SIZE	SPECIAL EQUIPMENT	PERIOD 1		PERIOD 2		PERIOD 3		PERIOD 4		PERIOD 5		PERIOD 6		PERIOD 7	
			CLASS	SIZE	CLASS	SIZE	CLASS	SIZE	CLASS	SIZE	CLASS	SIZE	CLASS	SIZE	CLASS	SIZE

FACILITIES WORKSHEET

Figure 9

FACULTY WORKSHEET

TEACHERS NAME	SPECIALTIES	PERIOD 1		PERIOD 2		PERIOD 3		PERIOD 4		PERIOD 5		PERIOD 6		PERIOD 7	
		CLASS	ROOM	CLASS	ROOM	CLASS	ROOM	CLASS	ROOM	CLASS	ROOM	CLASS	ROOM	CLASS	ROOM

FACULTY WORKSHEET

Figure 10

URSE WORKSHEET

COURSE TITLE	TOTAL TALLY		NUMBER OF CLASSES	CLASS AVERAGE		PERIOD 1		PERIOD 2		PERIOD 3		PERIOD 4		PERIOD 5		PERIOD 6		PERIOD 7	
	BOYS	GIRLS		BOYS	GIRLS	TEACHER	ROOM	TEACHER	ROOM	TEACHER	ROOM	TEACHER	ROOM	TEACHER	ROOM	TEACHER	ROOM	TEACHER	ROOM

COURSE WORKSHEET

Figure 11

MASTER SCHEDULE SUBMISSION FORM

School Name _____ Date Prepared _____ Page ___ of ___

Tchr. Num.	TEACHER NAME	Per. Blk.	Per-iod	Course Number	COURSE TITLE	GROUP Sex B/G	Grade Range		Stanine Rng		Room Nubr

MASTER SCHEDULE SUBMISSION FORM

Figure 12

Ø9-Ø7 SAMPLE PROBLEM DATA SCHEDULING STATISTICS Ø2/Ø1/67 VER 1 MOD Ø SOC42

SCHEDULED	476	REJECTS	31	TOTAL	5Ø7	SCHED	94%	GRD	12
SCHEDULED	5ØØ	REJECTS	15	TOTAL	515	SCHED	97%	GRD	11
SCHEDULED	559	REJECTS	1	TOTAL	56Ø	SCHED	99%	GRD	1Ø
SCHEDULED	491	REJECTS	Ø	TOTAL	491	SCHED	1ØØ%	GRD	9
SCHEDULED	2Ø26	REJECTS	47	TOTAL	2Ø73	SCHED	98%	TOTALS	

SCHEDULING STATISTICS

Figure 13

SAMPLE PROBLEM DATA 09-07 CLASS LOAD ANALYSIS BY COURSE 02/01/67 PAGE 1

TEACHER	S/M	SEM	BLK	PER	PER 1ST NMBR-TITLE	COURSE SFX	GR/RNGE LO-HI	STANINE LO-HI	TEACHER CODE	MAX SIZE	SCHEDULED 1ST	SCHEDULED 2ND	SEC	RM
040-FRANK S		F Y	1	2	014 -PHYS EDUC	B				55	49	55	1	BG
040-FRANK S		F Y	1	3	014 -PHYS EDUC	B				55	50	43	2	BG
040-FRANK S		F Y	1	4	014 -PHYS EDUC	B				55	43	51	3	BG
032-FESSENDEN R		F Y	1	5	014 -PHYS EDUC	B				55	55	47	4	BG
REQUESTS 1ST SEM- 202		2ND SEM- 196				REJECTS 1ST SEM-		5 2ND SEM-	0	220	197	196	MAD	3.625
040-FRANK S		F Y	1	6	016 -PHYS EDUC	B				50	45	45	1	BG
REQUESTS 1ST SEM- 47		2ND SEM- 47				REJECTS 1ST SEM-		2 2ND SEM-	2	50	45	45	MAD	.000
006-BLAKE M		F Y	1	1	024 -PHYS EDUC	G				45	40	45	1	GG
092-OLSON A		F Y	1	2	024 -PHYS EDUC	G				45	45	45	2	GG
092-OLSON A		F Y	1	3	024 -PHYS EDUC	G				45	37	22	3	GG
092-OLSON A		F Y	1	4	024 -PHYS EDUC	G				45	32	44	4	GG
092-OLSON A		F Y	1	5	024 -PHYS EDUC	G				45	45	41	5	GG
REQUESTS 1ST SEM- 209		2ND SEM- 196				REJECTS 1ST SEM-		10 2ND SEM-	1-	225	199	197	MAD	9.560
006-BLAKE M		F Y	1	6	025 -PHYS EDUC	G				35	32	32	1	GG
REQUESTS 1ST SEM- 32		2ND SEM- 32				REJECTS 1ST SEM-		0 2ND SEM-	0	35	32	32	MAD	.000
006-BLAKE M		F Y	1	1	026 -PHYS EDUC	G				20	12	12	1	GG
REQUESTS 1ST SEM- 17		2ND SEM- 17				REJECTS 1ST SEM-		5 2ND SEM-	5	20	12	12	MAD	.000
112-RAMIS A A		F Y	1	2	131 -ENGLISH 3					38			1	BC20
050-HESSE B		F Y	1	3	131 -ENGLISH 3					36			2	BC20
112-RAMIS A A		F Y	1	4	131 -ENGLISH 3					36			3	BC20
050-HESSE B		F Y	1	5	131 -ENGLISH 3					36			4	BC20
050-HESSE B		F Y	1							36			5	BC20
REQUESTS 1ST SEM- 0		2ND SEM- 1							0	182			MAD	.000

CLASS LOAD ANALYSIS BY COURSE

Figure 14

SAMPLE PROBLEM DATA 09-07 CLASS LOAD ANALYSIS BY ROOM 02/01/67 PAGE 8

TEACHER	S/W	SEM	#PER BLK	1ST PER	COURSE NMBR-TITLE	SEX	GR/RNGE LO-HI	STANINE LO-HI	TEACHER CODE	MAX SIZE	SCHEDULED 1ST	SCHEDULED 2ND	SEC	ROOM
100-PRIBNOW		1ST	1	1	360-TRIGONOMETRY					36	32		1	ML10
100-PRIBNOW		2nd	1	1	370-MATH ANALYSIS					34		25	1	ML10
100-PRIBNOW		2ND	1	2	370-MATH ANALYSIS					34		24	2	ML10
100-PRIBNOW		1ST	1	2	360-TRIGONOMETRY					36	28		2	ML10
100-PRIBNOW		2ND	1	4	370-MATH ANALYSIS					34		29	3	ML10
100-PRIBNOW		1ST	1	4	360-TRIGONOMETRY					36	26		3	ML10
					FALL/MAXM-148		SPRING/MAXM-142				115	107		
018-CHAPMAN D		F Y	1	1	196-NEWS STAFF					399	8	7	2	ML20
062-DORFF R		F Y	1	1	513-SPANISH 1					37			2	ML20
062-DORFF R		F Y	1	2	514-SPANISH 2					36			1	ML20
124-SOUTHWELL S		F Y	1	2	504-FRENCH 4					30	27	27	1	ML20
086-NEUMANN F		F Y	1	2	506-GERMAN 2					45	41	41	3	ML20
018-CHAPMAN D		F Y	1	2	195-JOURNALISM					399	13	13	1	ML20
062-DORFF R		F Y	1	3	514-SPANISH 2					36			2	ML20
018-CHAPMAN D		F Y	1	3	196-NEWS STAFF					399	7	7	1	ML20
022-CUNHA E		F Y	1	4	197-ANNUAL STAFF					399	10	10	1	ML20
102-PROCTOR		F Y	1	4	502-FRENCH 2					30	30	30	3	ML20
062-DORFF R		F Y	1	5	514-SPANISH 2					36			4	ML20
062-DORFF R		F Y	1	6	513-SPANISH 1					37			8	ML20
					FALL/MAXM - 325		SPRING/MAXM 324				136	135		
004-BARTHOLOMEW		F Y	1	2	513-SPANISH 1					37			3	ML20
004-BARTHOLOMEW		F Y	1	3	513-SPANISH 1					37			4	ML20
004-BARTHOLOMEW		F Y	1	3	515-SPANISH 3					32	30	29	2	ML20
					FALL/MAXM-106		SPRING/MAXM -100				30	29		
104-REED W		F Y	1	1	652-GIRLS CHORUS					399			1	MP09
104-REED W		F Y	1	2	661-BOYS CHORUS					399				MP09
104-REED W		F Y	1	3	653-CONCERT GLEE					399	28	28		MP09
104-REED W		F Y	1	4	654-CHOIR					399	47	47		MP09
					FALL/MAXM - 75		SPRING/MAXM - 75				75	75		
002-ANTHONY R		F Y	1							399	14	14	1	MP10
002-ANTHONY R		F Y	1							399			1	MP10
002-ANTHONY R		F Y	1							399	8	7	1	MP10
											22	21		

CLASS LOAD ANALYSIS BY ROOM

Figure 15

SAMPLE PROBLEM DATA 09-07 CLASS LOAD ANALYSIS BY TEACHER 02/01/67 PAGE 3

TEACHER	S/W	SEM	#PER BLK	1ST PER	COURSE NMBR-TITLE	SEX	GR/RNGE LO-HI	STAMINE LO-HI	TEACHER CODE	MAX SIZE	SCHEDULED 1ST	SCHEDULED 2ND	SEC	ROOM
020-CLEVELAND L		F Y	1	4	801 -TYPING 1					43			3	BA10
020-CLEVELAND L		F Y	1	5	802 -TYPING 2					30	21	19	1	BA10
					FALL/MAXM- 73	SPRING/MAXM- 73					21	19		
022-CUMMA E		F Y	1	1	342 -GEOMETRY					30	2		1	M10
022-CUMMA E		F Y	1	2	342 -GEOMETRY					30	5	4	2	M10
022-CUMMA E		F Y	1	4	197 -ANNUAL STAFF					399	10	10	1	PL20
					FALL/MAXM- 70	SPRING/MAXM- 70					17	14		
024-DALGETTY D		F Y	1	1	801 -TYPING 1					43			1	BA10
024-DALGETTY D		F Y	1	2	801 -TYPING 1					43			2	BA10
024-DALGETTY D		2ND	1	4	813 -COLLEGE TYPING					34		16	2	BA10
024-DALGETTY D		F Y	1	5	806 -RECORD KEEPING					399			1	BA10
024-DALGETTY D		1ST	1	6	813 -COLLEGE TYPING					34	34		1	BA10
					FALL/MAXM- 120	SPRING/MAXM- 120					34	16		
028-DAVIS R		F Y	1	1	603 -ART 3					30	30	30	1	BA10
028-DAVIS R		1ST	1	1	270 -SOCIOLOGY					30	17		1	BC21
028-DAVIS R		F Y	1	2	607 -COMM ART 3					399			1	BA10
028-DAVIS R		F Y	1	2	605 -COMM ART 1					399			1	BA10
028-DAVIS R		F Y	1	2	606 -COMM ART 2					25	10	10	1	BA10
028-DAVIS R		2ND	1	3	270 -SOCIOLOGY					30		30	2	BC21
028-DAVIS R		F Y	1	4	603 -ART 3					30	22	23	2	BA10
					FALL/MAXM- 115	SPRING/MAXM- 115					79	93		
030-DORFF R		F Y	1	1	513 -SPANISH 1					37			1	M20
030-DORFF R		F Y	1	2	516 -SPANISH 4					30	26	26	1	M20
030-DORFF R		F Y	1	4	514 -SPANISH 2					36			3	M20
030-DORFF R		F Y	1	5	513 -SPANISH 1					37			6	M20
030-DORFF R		F Y	1	6	513 -SPANISH 1					37			7	M20
					FALL/MAXM- 177	SPRING/MAXM- 177					26	26		
032-FESSENDEN R		F Y	1							55	55	47	4	BG
											55	47		
034-FICHTEL J		F Y	1							32			1	LA10

CLASS LOAD ANALYSIS BY TEACHER

Figure 16

SAMPLE PROBLEM DATA 09-07 CLASS LOAD ANALYSIS BY PERIOD 02/01/87 PAGE 11

TEACHER	S/N	SEM	PER WK	1ST PER	COURSE NMBR-TITLE	SEX	GR/RNGE LO-HI	STANDRD LO-HI	TEACHER COD	MAX SIZE	SCHEDULED 1ST	SCHEDULED 2ND	SEC	ROOM
040-FRANK S		F Y	1	6	016 -PHYS EDUC	B				50	45	45	1	RG
006-BLAKE M		F Y	1	6	025 -PHYS EDUC	G				35	32	32	1	GG
050-HESSE B		F Y	1	6	131 -ENGLISH 3					36			5	RC20
042-FRUS N		F Y	1	6	132 -ENGLISH 3					35			6	M20
148-WALKER N		F Y	1	6	132 -ENGLISH 3					34			7	RC20
074-MANIS A		1ST	1	6	151 -SR ENGLISH 1					39	39		3	BC20
074-MANIS A		2ND	1	6	151 -SR ENGLISH 1					35		27	6	BC20
118-SCHMIDT R		1ST	1	6	152 -SR ENGLISH 1					33	33		3	LA10
106-BURKHART C		2ND	1	6	170 -MODERN LIT					35		28	8	BC10
106-BURKHART C		1ST	1	6	170 -MODERN LIT					35	35		4	2C10
036-FOREMAN J		F Y	1	6	221 -WORLD HISTORY					39			5	M10
078-MCLARTY K		F Y	1	6	231 -U S HISTORY					37			5	LA20
150-WOODBURN T		2ND	1	6	241 -GOVERNMENT					39		32	6	S10
064-KRIEGER T		2ND	1	6	242 -GOVERNMENT					39		39	8	M20
064-KRIEGER T		1ST	1	6	242 -GOVERNMENT					39	39		4	M20
104-REED W		2ND	1	6	260 -SOCIAL PROBS					35		35	6	RC20
145-WAGNER C		1ST	1	6	280 -PSYCHOLOGY					43	43		5	RC10
145-WAGNER C		2ND	1	6	280 -PSYCHOLOGY					43		43	9	RC10
096-PLEDGER C		F Y	1	6	450 -ADV BIOLOGY					34	34	34	6	S10
030-DORFF R		F Y	1	6	513 -SPANISH 1					37			7	M20
062-DORFF R		F Y	1	6	513 -SPANISH 1					37			8	ML20
060-KINCANNON I		F Y	1	6	708 -ADV CLOTHING					26	24	25	3	LA10
084-NESSETH E		F Y	1	6	801 -TYPING 1					43			5	RA10
024-DALGETTY D		1ST	1	6	813 -COLLEGE TYPING					34	34		1	RA10
195-NESSETH E		1ST	1	6	816 -OFFICE EXP					399			6	RA10
195-NESSETH E		2ND	1	6	816 -OFFICE EXP					399		1	12	RA10
195-NESSETH E		F Y	1	6	817 -OFFICE EXP					399			6	RA10
197-EIS N N		F Y	1	6	819 -WORK EXP					399			2	
196-BELL J		2ND	1	6	961 -MONITOR					399		2	12	AD10
196-BELL J		1ST	1	6	961 -MONITOR					399	4		6	AD10
196-BELL J		F Y	1	6	962 -MONITOR					399			6	AE10
000-INVALID TCHR NO.		1ST	1	6	972 -NOT IN SCH					399	60		1	
000-INVALID TCHR NO.		1ST	2	5	975 -NOT IN SCH					399	1		1	
000-INVALID TCHR NO.		2ND	1	6	982 -NOT IN SCH					399		65	1	
000-INVALID TCHR NO.		2ND	2	5	985 -NOT IN SCH					399		8	1	
000-INVALID TCHR NO.		F Y	1	6	[illegible]					399	16	16	1	
000-INVALID TCHR NO.		F Y	2							399			1	
000-INVALID TCHR NO.		F Y	1							399			12	HALL
000-INVALID TCHR NO.		2ND	1							399			12	HALL
000-INVALID TCHR NO.		1ST	1							399			6	HALL
000-INVALID TCHR NO.		2ND	6							395			1	
											619	612		

CLASS LOAD ANALYSIS BY PERIOD

Figure 17

```
NOWTF VISTA HIGH          902                 ANALYSIS OF REJECTS BY STUDENT  01/01/87                                    PAGE  12
  GRADE 12      S-1ST SEM REQ   -2ND SEM REQ   -ALT REQ  F-FRS AVAIL  F-FRS SEM  N-PREREQ N.M.  S-SCHED
-----------------------------------------------------------------------------------------------------------------------------

VARGAS   JENNIFER S      564975      REQUESTS  6024   5024   243   5153   5260   5654   991   704   992

 PR SCHED    I- A        # OF PR/DAY    A      PR      PR     01    02     03     04     05    06    07    08    09    10
 REJECT REASON  P/A     COURSE # AND TITLE     SEM    1..2   1..2  1..2   1..2   1..2   1..2  1..2  1..2  1..2  1..2  1..2
                PRF     24  PHYS EDUC          4/2            .AA.         .AA.   .AS.   .AF.  .AA.
                PRF    991  NOT IN SCH         1/0            .SS.
                PRF    243  GOVERNMENT         3/2                  A...   ...S
                PRF    704  WORKMANSHIP 4      5/0                                   .SS.
                PRF    992  NOT IN SCH         4/0                                          .SS.
CLASS FULL      PRF    153  SR ENGLISH 1       REJ/1                ...A              F...
                NO ALT REQ FOR REJECTED PREF
                PRF    260  SOCIAL PROBS        4/1            ...F   A..A   ...A   S...  A..A  A...
                PRF     24  PHYS EDUC          3/1            .AA.         .SA.   .AA.   .AA.  .AA.
PR CONFLCT      PRF    654  CHOIR               REJ/1                       .AA.
                NO ALT REQ FOR REJECTED PREF
-----------------------------------------------------------------------------------------------------------------------------
VORCK    GREG            916230      REQUESTS  5014   8014   242   152    813    270    480   497   331

 PR SCHED    I- A        # OF PR/DAY    A      PR      PR     01    02     03     04     05    06    07    08    09    10
 REJECT REASON  P/A     COURSE # AND TITLE     SEM    1..2   1..2  1..2   1..2   1..2   1..2  1..2  1..2  1..2  1..2  1..2
                PRF    331  ALGEBRA 2          4/0            .AA.  .AA.                        .SS.
                PRF    152  SR ENGLISH 1       3/1            A..A  ...F   F..A   A..A   A..A
                PRF    480  APP PHYSICS        1/0            .SS.
                PRF     14  PHYS EDUC          4/2                        .AA.   .AS.   .AA.
                PRF    242  GOVERNMENT         3/3            A..A  ...A   A..S   A...   A..A  A..F
                PRF    270  SOCIOLOGY          3/2                  ...S                  A...
                PRF     14  PHYS EDUC          3/1                        .SA.   .AA.   .AA.
                PRF    497  PHOTO 2             5/0                                      .SS.
PR CONFLCT      PRF    813  COLLEGE TYPING      REJ/0                                     ...A
                NO ALT REQ FOR REJECTED PREF
-----------------------------------------------------------------------------------------------------------------------------
```

REJECT ANALYSIS BY STUDENT

Figure 18

- CLASS RECORD

PERIOD	COURSE TITLE	COURSE NO	TEACHER NAME		PAGE	YEAR
4	ENGLISH III	130	THOMPSON H	025	05	68-69

	STUDENT NAME	STUDENT NUMBER	GRADE SECT	1	2	3	4	5	6	S1	S2	F	COMMENTS	REMARKS
1	ADAMS BARBARA G	001594	11A											
2	AINSWORTH JACK C	003004	12B											
3	BLACK JUDY D	070742	11E											
4	BODIE CECIL D	076496	11F											
5	BREITHAUPT WILMA D	098496	11D											
6	BUXTON BETH	145270	11D											
7	COON JOLENE N	214288	11D											
8	CROUKS MICHAEL J	228118	11B											
9	DOBBS ROGER L	265282	11E											
10	EDWARDS SUSAN L	285060	11D											
11	FOLEY MIKE A	320480	12C											
12	GRISSOM PAMELA G	383276	11C											
13	HADDOX VERNA L	391964	11D											
14	HUFFMAN SARAH	458452	11B											
15	JACKSON CLARICE J	467494	11E											
16	LINDSEY SARAH M	571066	11C											
17	MCLAUCHLIN J D	617094	11E											
18	NEAL J C	660838	11E											
19	NULAND MARILAND D	666896	11A											
20	OGDEN PHYLLIS R	669392	11D											
21	PAUL SARAH E	686600	11B											
22	PHILLIPS PATRICK J	698202	11C											
23	ROARK JIMMIE D	750780	11B											
24	STREETMAN RICKY D	848902	11E											
25	TINGLE JO E	883426	11E											
26														
27														
28														
29														
30														
31														
32														
33														
34														
35														
36														
37														
38														
39														

CLASS LISTS

Figure 19

CONCORDIA PARISH SCHOOLS

[illegible]	SESSION	[illegible]	SCHOOL

PERIOD	SUBJECT	ROOM	TEACHER

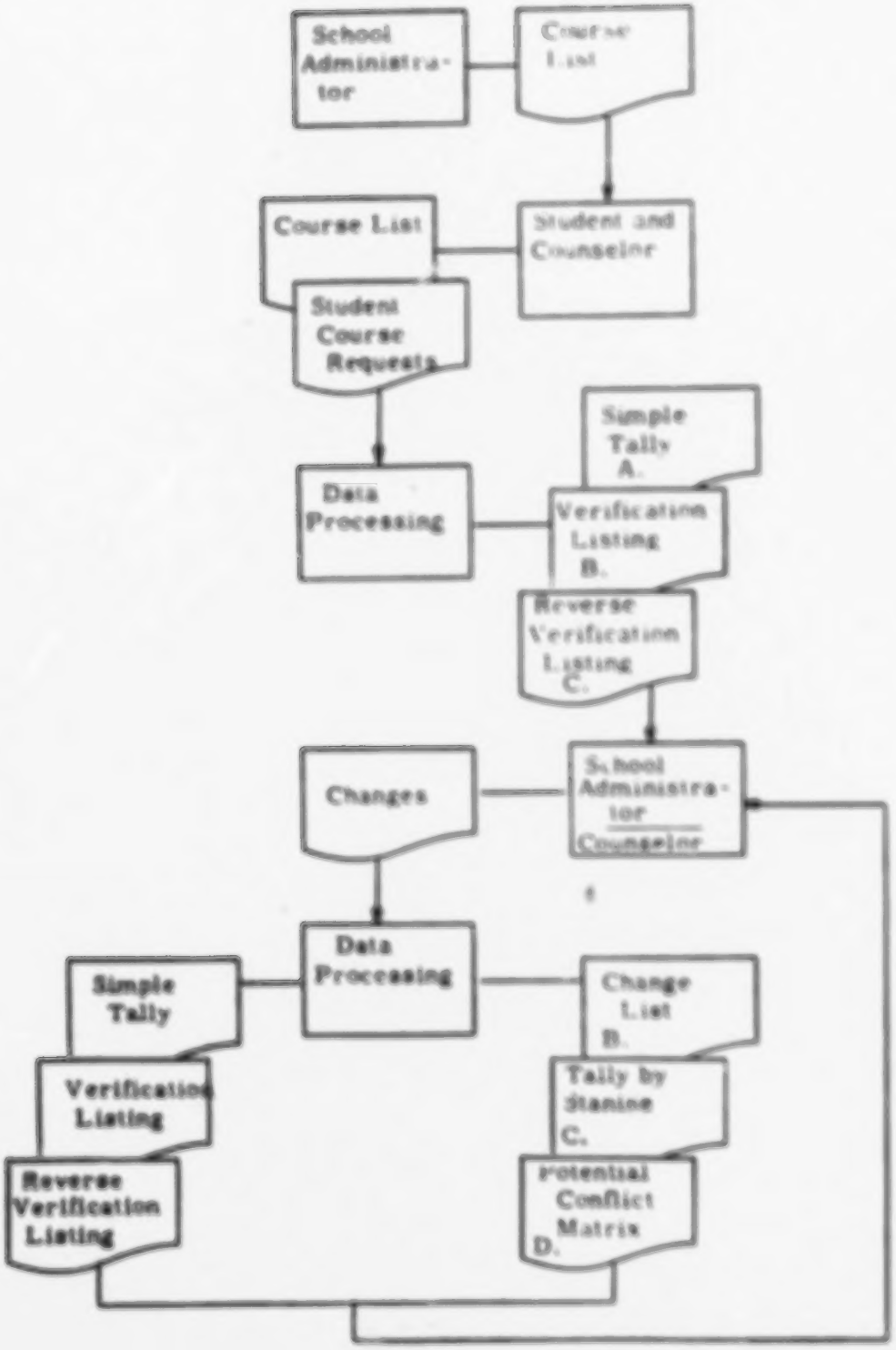
STUDENT'S SCHEDULE

STUDENTS SCHEDULE

Figure 20

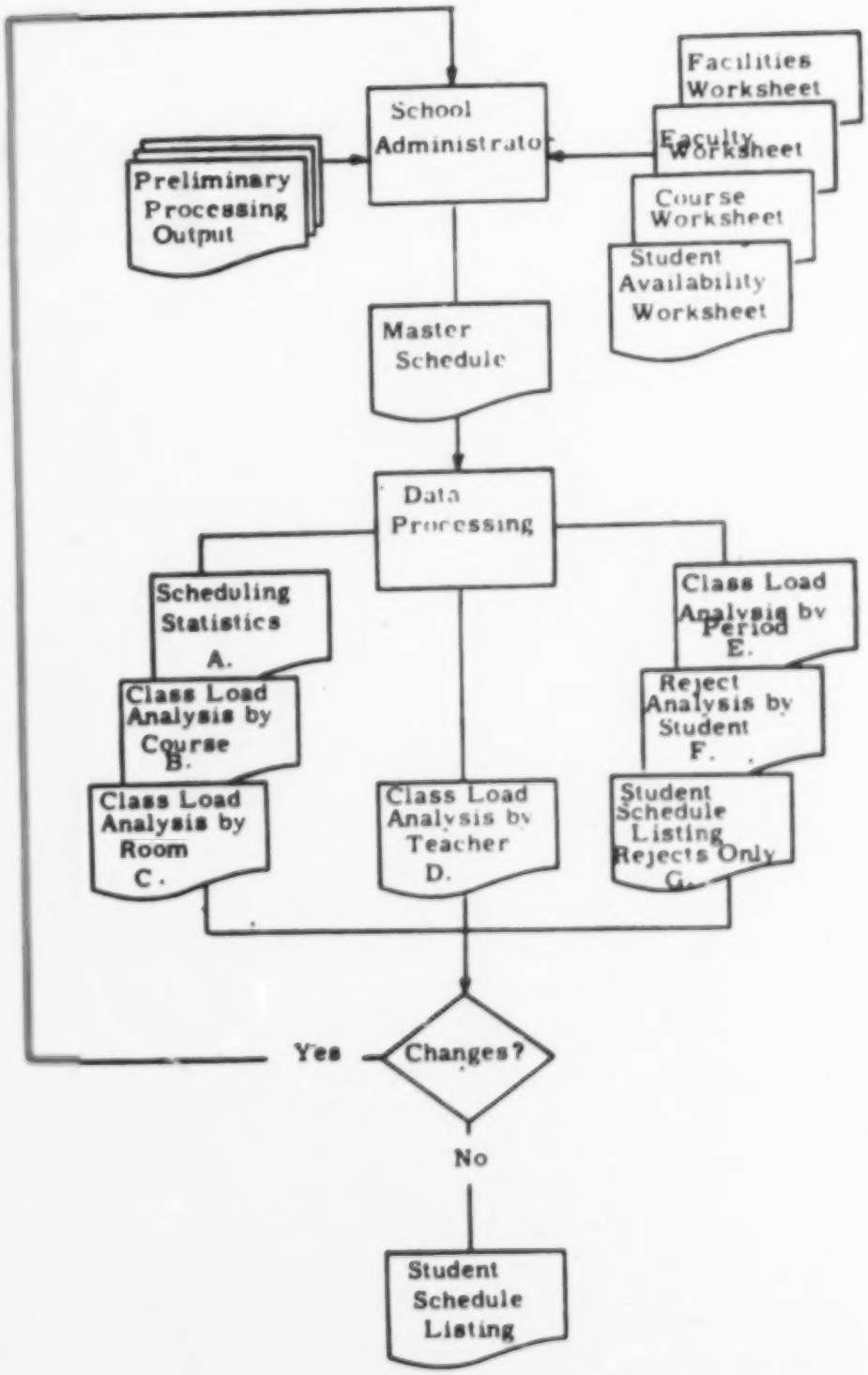
SCHEDULING FLOW

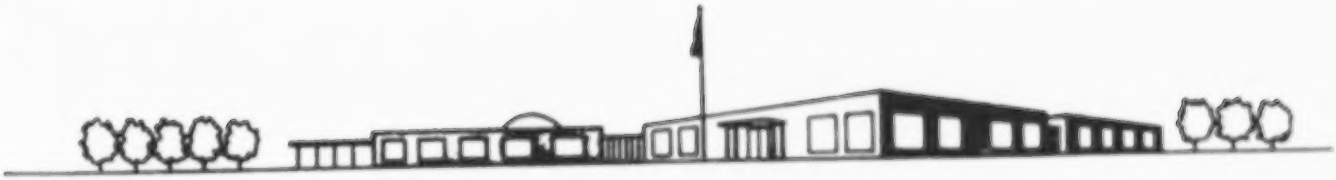
21-A



SCHEDULING FLOW

21-B





THE SCHOOL ADMINISTRATOR'S

HANDBOOK For AUTOMATED STUDENT RECORDS

THE CONCORDIA PARISH
DATA PROCESSING CENTER
A. A. ARNOLD, DIRECTOR

FOREWORD

This handbook is furnished to you, the school administrator, as an aid in understanding the data flow involved in grade reporting and pupil accounting.

Included are instructions for completing the forms necessary for communicating between your school and the data center. Follow the instructions carefully as the services you obtain from this center will be only as accurate as the information you supply.

Please remember that the system and procedures discribed herein are still in the developmental stage and will therefore require modifications. This is your system and your comments and suggestions will be greatly appreciated.

If you should encounter anything in this handbook that is unclear or needs clarification in any way, please bring it to our attention. Someone else is having the same problem.

Direct all inquiries, forms, etc., to:

A. A. Arnold, Director
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INTRODUCTION

Although primitive computer designs have existed for over a hundred years, the first true computer was invented in 1944. It can safely be said that, based upon the experiences of the past twenty-three years, no human life will be left untouched by this invention.

This new invention shares the same fate that all other inventions have had to overcome. People are reluctant to change from old "tried and true" methods to newer and, in most instances, better ones. The computer represents challenge, change, and, to many, a threat to beliefs which have long been fixed, permanent, and unchanging.

Schools are changing in response to economic and social forces. The function of education is being broadened to include expanded concerns of a whole range of social problems as well as transmission of the cultural heritage.

The responsibilities of the school administrator have multiplied in number and complexity due to these changing conditions. Traditional approaches to dealing with school demands have been found wanting. The school administrator has been forced to look for help in solving these new problems. Electronic data processing and the computer are the devices which the administrator has found to be helpful in coping with the additional problems involved.

The computer is something for school administrators to be very excited about for, although some may wonder whether it is friend or foe,

one thing is certain--school administration is destined to be radically changed by it. It is the source of hope for the administrator confronted with many complex problems.

It must be emphasized that harnessing the computer to educational tasks will not be done without a great expenditure of human effort as well as additional financial resources. Help from the computer will not be realized until the problems are defined, explored, and a clear, comprehensive plan of action initiated. Many tasks that rob the administrator of precious time are repetitive and can be handled very effectively with the computer.

The purpose of computer technology is to serve human needs, to solve human problems, and to help achieve human goals. The computer can greatly multiply man's capacity to do intellectual work just as other machines associated with the industrial revolution increased man's "muscle power". The uses to which the computer can be put are limited only by the imagination of the school administrator.

Concordia Parish installed data processing equipment November of 1964, primarily to handle the financial problems of the central office. In 1966, application was made to the U. S. Office of Education under Title III of ESEA of 1965, for funds with which to establish and operate a regional data processing center. This project was approved effective July 1, 1967, and has been in operation since that date.

Many problems are present when dealing with a regional computer center, many of which have not been completely resolved at this time. For this reason, changes will be made from time to time as they become necessary to improve the overall program.

This project is a co-operative venture between the school administrator

and the data processing center. Your results from the program will only be as accurate and beneficial as you make them.

Any suggestions, ideas, complaints, etc., that you may have to improve our services to you should be forwarded to us as soon as possible.

MAINTAINING THE STUDENT FILE

In order to accomplish the immediate task of grade reporting and eventually the complete realm of data processing services possible, we have organized student information records in machine readable form. These records must be kept current and it is at this task that this section will be aimed.

Several conditions can affect the accuracy of these files and will therefore have to be reported to the data center as they occur. The most frequent of these conditions are listed below and explained in detail on the following pages.

1. Enrollment of New Students
2. Withdrawal of Students
3. Changes of Schedules
4. Teaching Assignment Changes
5. Promotion or Demotion of Students
6. Changes to Student Information (Name changes, birth date corrections, etc.)

Any and all changes have to be reported as they occur. Do not wait until tomorrow or next week to complete the necessary forms. Do it now while all conditions are known.

The center will not accept any changes, additions, etc., except on the forms provided. Any forms not properly completed (in accordance with the instructions following) will be returned to you for correction.

<u>NEW STUDENTS</u>: Exhibit I. Illustrates the form you must use for submitting new student information to the data center. Please note that the form is designed to discourage both typewriting and handwriting. PLEASE PRINT.

STUDENT'S NAME: Use only legal name: Last name, first name middle initial. No nicknames. Example: John Charles Jones the third, would be shown:

NEW STUDENTS DATA SHEET

Parish _____ School _____

JONES JOHN C 3RD

Student Name--Last, First, Middle Initial — Grade/Sect.

Mo. Day Yr. — Date of Birth — Sex Race — Social Security No. — Mo. Day Yr. — Date Enrolled

GRADE/SECTION: Record the grade and homeroom assigned. Example: Grade 1A

NEW STUDENTS DATA SHEET

Parish _____ School _____

01A

Student Name--Last, First, Middle Initial — Grade/Sect.

Mo. Day Yr. — Date of Birth — Sex Race — Social Security No. — Mo. Day Yr. — Date Enrolled

DATE OF BIRTH: Month-Day-Year. Example: Januray 5, 1962 (Not current year)

NEW STUDENTS DATA SHEET

Parish _____ School _____

Student Name--Last, First, Middle Initial — Grade/Sect.

Mo. Day Yr.

01 05 62

Date of Birth — Sex Race — Social Security No. — Mo. Day Yr. — Date Enrolled

SEX: Record: B-Boy and G-Girl

RACE: Record: N-Negro, W-White, and O-Other

SOCIAL SECURITY NO.: Record if available. (This number will become Increasingly Important in future years).

DATE ENROLLED:	Enter today's date, Month-Day-Year. (Remember you must complete all forms and submit them as the change occurs).
ADDRESS:	Record the mailing address of this student. (Local preferred).
WHERE BORN:	Record the city and state. (Abbreviate)
STATE AND CITY, ZIP:	Rest of mailing address
FATHER'S NAME:	Record last name, first name, middle initial of own father.
TELEPHONE NUMBER:	Record local number. If no phone, give neighbors.
MOTHER'S MAIDEN NAME:	Maiden name, first, middle initial.
HOMEROOM TEACHER NO.:	Must be recorded.
MOVED FROM:	Give city and state where last attended school. If in parish transfer, give school name.

STUDENT'S SCHEDULE: Complete this section with extreme care. This must be accurate in order for grade cards to be prepared for this student. You must code each subject completely. Use subject codes listed in Exhibit 2. Use teacher numbers as assigned for your school.

Example: 1st period - Typing under Jones, R.
2nd period - Algebra I under Smith, S.
3rd period - P. E. under Polk, J.

STUDENTS SCHEDULE

Per.	Subj. No.	Subject Name	Tech. No.	Teacher Name
1	611	Typing	017	Jones, R.
2	321	Algebra I	033	Smith, S.
3	810	P.E.	003	Polk, J

Submit completed form to data center.

STUDENT MASTER SHEET (Exhibit 3): This sheet will be used to make a variety of changes, corrections, or additions to the student's record. Early in each school year, you will receive two copies of this form for each student preprinted by the computer. This will show you exactly what data is on the record and provide the means of updating this record. Keep these forms for use throughout the year.

WITHDRAWAL OF STUDENTS: Please note the square labeled "Drop" near the top of the master sheet. To remove a student from your file, place an "X" in this box and complete the information asked for in the last section of the form:

Date of withdrawal: Month-Day-Year (Today's date)

Check appropriate box: In-parish transfer, in-state transfer, out-of-state transfer.

Moved to: Give city and state.

Dropouts: Give reason.

Graduated: Place "X" in this box.

DROP INFORMATION - - COMPLETE APPROPRIATE AREAS			
DATE OF WITHDRAWAL 09 19 68 MO. DAY YEAR	TRANSFERRED ☐ IN PARISH ☐ IN STATE ☒ OUT OF STATE Cleveland, Ohio MOVED TO (CITY & STATE)	DROPOUTS EXPLANATION	GRADUATED ☐

Submit the completed form to the data center.

STUDENT DATA CHANGES: The top section of the master sheet is designed to facilitate the correction and addition of data to the student's record. The information recorded by the computer is printed immediately above the blocks for correction. In the event of a change to any of this data, mark an "X" in the box labeled "Change" and make the corrections as shown below:

PARISH: CONCORDIA

STUDENT NO: 555555

COMPLETE ONLY ITEMS NEEDING CHANGED

STUDENT MASTER SHEET

CHG. [X]

MAKE AN X IN APPROPRIATE BOX

DROP [ ]

SCHOOL: VIDALIA ELEMENTARY

LAST CHG DATE 09/09/68

COMPLETE LAST SECTION FOR DROPPED STUDENTS

~~JONES ROBERT P~~

JONES ROBERT L

STUDENT NAME LAST, FIRST, MIDDLE INITIAL

~~01/A~~ 01 C

GRADE SECT

05/09/62

DATE OF BIRTH

B

SEX

W

RACE

SOCIAL SECURITY NO.

08/26/68

DATE ENROLLED

ADDRESS STREET OR BOX NUMBER

WHERE BORN

CITY AND STATE

ZIP CODE

FATHER OR GUARDIANS NAME

TELEPHONE NUMBER

MOTHER'S MAIDEN NAME

~~003~~ 003

HOME ROOM TEACHER NO.

Please note that it is not necessary to remark correct data, rather only the items desired changed.

Remember to submit all changes as they occur. This will allow us to keep the files current at all times therefore improving our services to you.

SCHEDULE CHANGES: Printed near the center of the student master sheet is the student's schedule as it is recorded in our files. Any changes in this schedule is to be made by drawing one line through the period to be changed and entering the new information in the blocks immediately to the right. Check the box labeled "Change" at the top of the form and submit to the data center. EXAMPLE:

PRESENT SCHEDULE INFORMATION					CHANGE TO		
PERIOD	COURSE NUMBER	COURSE TITLE	TEACHER NUMBER	TEACHER NAME	PERIOD	COURSE NUMBER	TEACHER NUMBER
~~1~~	~~010~~	~~READING~~	~~007~~	~~BRISCOE T~~	3	010	006
2	020	ARITHMETIC	007	BRISCOE T			
~~3~~	~~012~~	~~LANGUAGE ARTS~~	~~007~~	~~BRISCOE T~~	1	012	006
4	030	SOCIAL STUDIES	007	BRISCOE T			

Please note that you do not have to give the portion of the schedule that did not change but rather only new data.

ADDING COURSES: At times during the year it may be necessary to add one or more courses to a student's record (for instance, half unit courses must be added for 2nd semester.) Use this section on the master sheet below the printed schedule for this purpose. EXAMPLE: Add adv. math to the schedule.

COURSES TO BE ADDED TO STUDENT RECORD				
PERIOD	COURSE NUMBER	COURSE TITLE	TEACHER NUMBER	TEACHER NAME
3	370	Adv. Math	007	Briscoe

Mark the square labeled "Change" and submit to the center.

GRADE REPORTING PROCEDURES

At the end of each grading period, you will receive the mark sense cards for your school. These cards will arrive in boxes or trays (depending on transportation). Each box or tray will be identified by the school name and a sequence number (1 of 3, 2 of 3, etc.). Immediately check to see that you have the correct number of boxes or trays and that they are marked for your school.

Accompaning your cards will be a checklist printed by the computer that will show you the sequence of your cards. Use this list to assist you in distribution and collection of the cards to and from your teachers.

In the first box (or tray) will be your attendance cards (blue stripe at the top of the card). These cards are arranged by teacher number with each teacher's cards separated with a blank card. Immediately behind the attendance cards, and continuing into the next box or tray, are the grade cards. These cards are arranged in the same manner as described above (blank cards separating teachers).

In addition to the cards and checklist, you will also receive a grade verification report that is to be distributed to the teachers with his cards. This list is printed in the exact sequence as the cards and checklist.

<u>DISTRIBUTION OF MATERIALS TO TEACHERS</u>:

1. Give teachers attendance, grade cards, and verification lists. Note: Only teacher with homerooms will have attendance cards.
2. Give each teacher two (2) mark sense pencils. (Identified by "Concordia Parish Electronic Data Processing").
3. Caution teachers to use only pencils supplied for marking cards.
4. Warn against bending or mutilation of cards.
5. Check cards "out" on checklist.

RETURN OF CARDS:

1. Remove any rubber bands, paper clips, notes, etc., from cards.

2. Replace cards in boxes (or trays) in any sequence. Do not try to sort cards by hand; let the computer do the work!

3. Collect the mark sense pencils from the teacher and store for next period. (These pencils are expensive and the ones supplied should last for a considerable time).

4. Check cards in on the checklist.

When all cards are returned to their boxes (or trays) they are ready for transportation to the data center. Each individual parish will establish their procedures for this task.

NOTE: Double check to be sure all cards are returned. Each grading period some teacher has failed to return all or part of his cards. This makes more work for the teacher, the principal and the data processing center. In the event that this does happen, call immediately so steps can be taken to include the missing grades.

ERROR PROCEDURES: When dealing with large volumes of information, people, etc., errors will occur. The most common of these, their causes and corrections are listed below.

1. Missing Card. Any number of things can cause one or two cards to be misplaced. When this occurs, check the student master sheet to see if this student's schedule is recorded in error. If it is wrong, make the corrections (procedures outlined on preceding pages) and submit for correction. If the student's schedule was correct, chances are that the card is merely missorted into another teacher's deck. Wait and see if it shows up later. If it doesn't, make a note giving student number, period, course no., and teacher no. and return with the cards.

2. Extra Cards. Check master sheet to see if schedule is recorded wrong. If it is, correct according to procedures outlined earlier. If correct, card probably belongs to another teacher.

NOTE: Corrections received with grade cards will not be processed before report cards. They will be included prior to the next grading period.

If report card is in error, type the student a new report card on a blank form provided for this purpose.

RETURN OF REPORTS: A short time after your cards are returned to the center you will receive a variety of reports. Listed below are some of these and their uses.

1. Report Cards - Three copies, one for the student, two carbons to be used as desired by the individual parishes.

2. Failure Lists - This report (3 copies) is printed in alphabetical sequence within homeroom. Any student who received one or more F, U, or I grades will appear on this report.

3. Honor Roll - Three copies of the type of honor roll desired are supplied.

4. Grade Distribution by Subject - This report will show how many students have earned A's, B's, C's, etc., for each subject.

5. Grade Distribution by Teacher - This is identical to distribution by subject except grades are accumulated by teacher.

6. Cummulative Record Labels (FINAL PERIOD ONLY) - Label is designed to be attached to the individual student's cummulative record card.

NOTE: Please remember that much of the information supplied in these reports is of a confidential nature and must be handled with extreme caution. Do not leave failure lists, grade distributions, etc. around. They are supplied for administrative use only and should be destroyed when you are through with them.

NEW STUDENTS DATA SHEET

Parish _____ School _____

Student Name--Last, First, Middle Initial

Grade/Sect.

Mo. Day Yr.

Date of Birth

Sex Race

Social Security No.

Mo. Day Yr.

Date Enrolled

Address--Street or Box Number

Where Born

City and State

Zip Code

Father

Telephone Number

Mothers Maiden Name

MtchNo.

Moved From--City And State

STUDENTS SCHEDULE

Per.	Subj. No.	Subject Name	Tech. No.	Teacher Name

Use this form for new students only. Refer to your instruction manual for detailed information concerning this form.

CONCORDIA PARISH DATA PROCESSING CENTER

EXHIBIT I

PARISH

STUDENT NO:

COMPLETE ONLY ITEMS NEEDING CHANGED

STUDENT MASTER SHEET

CHG.

MAKE AN X IN APPROPRIATE BOX

DROP

SCHOOL:

LAST CHG. DATE:

COMPLETE LAST SECTION FOR DROPPED STUDENTS

STUDENT NAME - - LAST, FIRST, MIDDLE INITIAL

GRADE/SECT

DATE OF BIRTH

SEX

RACE

SOCIAL SECURITY NO.

DATE ENROLLED

ADDRESS - - STREET OR BOX NUMBER

WHERE BORN

CITY AND STATE

ZIP CODE

FATHER OR GUARDIANS NAME

TELEPHONE NUMBER

MOTHER'S MAIDEN NAME

HOME ROOM TEACHER NO.

PRESENT SCHEDULE INFORMATION					CHANGE TO		
PERIOD	COURSE NUMBER	COURSE TITLE	TEACHER NUMBER	TEACHER NAME	PERIOD	COURSE NUMBER	TEACHER NUMBER

COURSES TO BE ADDED TO STUDENT RECORD

PERIOD	COURSE NUMBER	COURSE TITLE	TEACHER NUMBER	TEACHER NAME

DROP INFORMATION - - COMPLETE APPROPRIATE AREAS

DATE OF WITHDRAWAL

TRANSFERRED

MOVED TO (CITY & STATE)

DROPOUTS

GRADUATED

HIGH SCHOOL COURSE CODES

UNITS		
0	000	Lunch
1	110	English I
1	120	English II
1	130	English III
1	140	English IV
1	142	Business English
1	151	Speech I
1	152	Speech II
1	153	Speech III
1	161	Spanish I
1	162	Spanish II
1	171	French I
1	172	French II
1/2	180	Journalism
1	190	Reading
1	210	Civics
1	220	World History
1	230	American History
1	240	World Geography
1	241	Geography
1/2	250	Economics
1/2	260	American Government
1	270	General History
1	280	Ancient History
1	290	Modern History
1	295	Sociology
1	311	General Math
1	321	Algebra I
1	330	Geometry
1	340	Algebra II

UNITS		
1	350	Sr. Arithmetic
1/2	360	Trigonometry
1/2	370	Advanced Math
1/2	380	Elem. Functions
1	411	General Science
1	421	Biology
1	422	Biology BSCS
1	430	Chemistry
1	440	Physics
1	450	Physical Science
1	510	Home Economics I
1	520	Home Economics II
1	530	Home Economics III
1	540	Home Economics IV
1	550	Home & Family Living
1	611	Typing I
1	612	Typing II
1	621	Shorthand I
1	622	Shorthand II
1	641	Bookkeeping I
1	642	Bookkeeping II
1	650	General Business
2	660	C.O.E.
1	661	Clerical Office Prac.
1/2	662	Data Processing
1	671	D.E. Prep.
2	930	Trade School I
2	931	Trade School II
0	950	Study Hall
1	925	Freshman Choir
1	926	B Choir

UNITS		
2	672	D.E. I
2	673	D.E. II
1	680	Bus. Math
1	711	Mech. Draw I
1	711	Mech.Draw II
1	721	Ind Arts I
1	722	Ind Arts II
1	723	Ind Arts III
1	724	Ind Arts IV
1	725	Woodwork I
1	726	Woodwork II
1	727	Woodwork III
1	728	Woodwork IV
1	729	Welding
1	770	Gen Shop
1	781	Agri. I
1	782	Agri. II
1	783	Agri. III
1	784	Agri. IV
1	810	P.E.
1	910	Band
1	911	B Band
1	912	Vocal Music
1	913	Pub. Sch. Mu
1	914	Music App.
1	915	Choir
1	916	Gen. Music
1	918	Art
1/2	920	Drivers Ed.
1	921	Art I
1	922	Art II
1	923	Art III
1	924	Art IV

ELEMENTARY & JR. HIGH COURSE CODES

MAJOR SUBJECTS		MINOR SUBJECTS	
010	Reading	050	Science-Health-P. E.
011	Language	051	Health-P.E.
012	Language Arts	052	Phys. Ed.
013	Writing	053	Spelling
014	Spelling	054	Writing
015	English	060	Art & Music
016	Speech	061	Band
020	Arithmetic	062	Vocal Music
021	Mathematics	070	German
022	Algebra	071	Spanish
030	Social Studies	072	Home & Family Living
031	History	073	Agriculture
032	La. History	074	Ind. Arts
033	Geography	075	Health
034	La. Studies	076	Band or Music
040	Science	077	Elem. Drivers Ed.
009	REading Lab	078	Fine & Ind. Arts
		079	Home Ec.
		090	Study Hall

REPORT CARD

EXPLANATION OF GRADES

- A Outstanding achievement
- B Good achievement
- C Satisfactory achievement
- D Minimum achievement
- I Incomplete due to justifiable reason
- F Failure
- S Satisfactory
- U Unsatisfactory
- O No Grade
- W Withdrew

EXPLANATION OF COMMENT CODES

- 0 Student is doing excellent work
- 1 Student is improving in this course
- 2 Instruction is below grade level
- 3 Absences are affecting school work
- 4 Tardiness is affecting school work
- 5 Books or materials are not brought to class
- 6 Assignments are not completed regularly
- 7 Study habits need improving
- 8 Behavior presents school problem
- 9 Please contact teacher

CONCORDIA PARISH SCHOOL BOARD

PER	SUBJECT	1	2	3	4	:	[illegible]	TEACHER	[illegible]

TO PARENTS/GUARDIANS — Student success in school depends to a large extent on a cooperative relationship between home and school. Parents and guardians are urged to contact the school whenever there is need for information about student progress or about the school and its educational offerings.

REPORT CARD

EXPLANATION OF GRADES

- A Outstanding achievement
- B Good achievement
- C Satisfactory achievement
- D Minimum achievement
- I Incomplete due to justifiable reason
- F Failure
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- W Withdrew

EXPLANATION OF COMMENT CODES

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- 7 Study habits need improving
- 8 Behavior presents school problem
- 9 Please contact teacher

MADISON PARISH SCHOOL BOARD

PER	SUBJECT	1	2	3	SEM	4	5	6	SEM	:	COMMENTS	TEACHER	UNITS EARNED

TO PARENTS/GUARDIANS — Student success in school depends to a large extent on a cooperative relationship between home and school. Parents and guardians are urged to contact the school whenever there is need for information about student progress or about the school and its educational offerings.

002874

– CLASS RECORD

PERIOD	COURSE TITLE	COURSE NO	TEACHER NAME	TEACHER NO	RACE	YEAR
1	STUDY HALL	950	BASS MARTHA	001	01	68-69

	STUDENT NAME	STUDENT NUMBER	GRADE SECT	1	2	3	4	5	6	S1	S2	F	COMMENTS	REMARKS
1	BOYD DANNY L	087680	11											
2	CASSEL DONNIE L	172446	09											
3	COCKERHAM KENNETH W	201116	11											
4	DUBROC LINDA D	273004	08											
5	DUKE MIKE H	273726	10											
6	DUNLAP JAMES L	276018	08											
7	FRANKLIN GENE	331540	12											
8	HEMPHILL TOMMY G	428262	11											
9	LORINO KAREN A	577418	08											
10	MARTIN MELBA A	592712	08											
11	MILES MARILYN K	627460	11											
12	PACE DONNA C	676506	11											
13	RUDDELL SALLY A	768570	11											
14	TANNEHILL HENRIETTA I	855976	12											
15	THOMPSON REBECCA R	878992	12											
16	TYLER RANDY L	906392	11											
17	WALSH ELIZABETH D	922832	12											
18	WALSH PATRICIA A	923106	11											
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														
31														
32														
33														
34														
35														
36														
37														
38														
39														

STUDENT ATTENDANCE CARD - C P S B

STUDENT NO | STUDENT NAME | TEACHER NO

USE ELECTROGRAPHIC PENCIL ONLY

MAKE ONE MARK ONLY IN EACH VERTICAL COLUMN

LEADING ZEROS MUST BE MARKED EXAMPLE TWO DAYS ABSENT WOULD BE MARKED AS

FILL EACH BUBBLE COMPLETELY WITH A DARK SHINY MARK

DAYS PRESENT

PROMOTE TO NEXT GRADE

RETAIN IN PRESENT GRADE

STUDENT NAME

STUDENT GRADE CARD - C P S B

SCHOOL | GR / SECT | STUDENT NO | STUDENT NAME | PER | TEACHER NO | COURSE NO | COURSE DESCRIPTION

FIRST PERIOD	SECOND PERIOD	THIRD PERIOD	FOURTH PERIOD	FIFTH PERIOD	FIRST SEMESTER
A	A	A	A	A	A
B	B	B	B	B	B
C	C	C	C	C	C
D	D	D	D	D	D
F	F	F	F	F	F
I	I	I	I	I	I
S	S	S	S	S	S
U	U	U	U	U	U
O	O	O	O	O	O
W	W	W	W	W	W

USE ELECTROGRAPHIC PENCIL ONLY

MAKE ONE MARK ONLY IN EACH COLUMN

COMMENT CODES

0 - STUDENT IS DOING EXCELLENT WORK
1 - STUDENT IS IMPROVING IN THIS COURSE
2 - INSTRUCTION IS BELOW GRADE LEVEL
3 - ABSENCES ARE AFFECTING SCHOOL WORK
4 - TARDINESS IS AFFECTING SCHOOL WORK
5 - BOOKS OR MATERIALS ARE NOT BROUGHT TO CLASS
6 - ASSIGNMENTS ARE NOT COMPLETED REGULARLY
7 - STUDY HABITS NEED IMPROVING
8 - BEHAVIOR PRESENTS SCHOOL PROBLEM
9 - PLEASE CONTACT TEACHER

COMMENTS FIRST	COMMENTS SECOND	SEMESTER GRADE	FINAL GRADE	UNITS EARNED	CURRENT PERIOD GRADE
0	0	A	A	0	A
1	1	B	B	1	B
2	2	C	C	1½	C
3	3	D	D	2	D
4	4	F	F		F
5	5	I	I		I
6	6	S	S		S
7	7	U	U		U
8	8	O	O		O
9	9	W	W		W

PARISH SCHOOL | GRADE SECT | STUDENT NUMBER | STUDENT NAME | TEACHER NUMBER | COURSE NUMBER | COURSE DESCRIPTION | GRADE CHANGES | CURRENT GRADES

	I SEM	II SEM	F	UNITS

GRADE SESSION ABSENT PRESENT TOTAL

	I	II	III	IV	F	UNITS

GRADE SESSION ABSENT PRESENT TOTAL

FAILURE LIST FOR FIRST GRADING PERIOD

NUMBER	STUDENT NAME	SUBJECT	GRADES	TEACHER NAME	COMMENTS	GR/SEC	D.A.
024648		SOC STUD	FD	FITZGERALD W	--	058	004
		SCIENCE	FD	JOHNSON T	6--7	058	
095004		SOC STUD	FD	FITZGERALD W	--	058	003
104520		READING	F	WINSTON R	9--	058	022
		SOC STUD	FF	FITZGERALD W	3--	058	
		SCIENCE	FD	JOHNSON T	6--	058	
		SPELLING	FF	FITZGERALD W	--	058	
303268		READING	F	WINSTON R	7--	058	000
		LANGUAGE	F	WINSTON R	7--	058	
476428		SCIENCE	FD	JOHNSON T	--	058	001
		SPELLING	FF	FITZGERALD W	--	058	
589684		READING	F	WINSTON R	--	058	003
		ARITHMETIC	FD	JOHNSON T	--	058	
		LANGUAGE	F	WINSTON R	6--7	058	
		SOC STUD	FD	FITZGERALD W	--	058	
		SCIENCE	FF	JOHNSON T	--	058	
		SPELLING	FF	FITZGERALD W	--	058	
787336		SOC STUD	FD	FITZGERALD W	--	058	003
863152		LANGUAGE	F	WINSTON R	--	058	013
		SOC STUD	FF	FITZGERALD W	3--	058	
		SCIENCE	FF	JOHNSON T	--	058	
		SPELLING	FF	FITZGERALD W	--	058	
890140		ARITHMETIC	FD	JOHNSON T	7--	058	000
		SCIENCE	FF	JOHNSON T	7--	058	
931324		ARITHMETIC	FF	JOHNSON T	--	058	008

HONOR ROLL FOR FIRST GRADING PERIOD

STUDENT NUMBER	STUDENT NAME	HR.RM.
344246	GRANSBERRY PERNELL	01E
359478	GREEN WILLIAMS E	01E
412830	HENDERSON MISSIE	01E
448086	HUNTER MITCHELL R	01E
453078	JACKSON DAVID K	01E
453390	JACKSON DWAYNE	01E
466494	JEFFERSON RAYCHEL	01E
484022	JOHNSON WANDA G	01E
531702	LEE WILMA D	01E
618494	MOORE VICTOR	01E
793782	SMITH SANDRA	01E
829506	TENNESSEE CLARENCE	01E
839958	THOMPSON DELORES A	01E
873810	WADE AMBERSON	01E
912030	WATSON LAURA A	01E
970530	WILLIAMS TERRY D	01E
010608	ANDERSON JAMES H	01F
031250	BANKS MICHAEL R	01F
169420	CHASE JAMES EDWARD	01F
185956	COLLINS ESTELL	01F
226672	DAVIS EUGENE	01F
227140	DAVIS FAYE	01F
259900	EDWARD CHRISTINE	01F
309870	FOSTER PAUL E	01F
374092	HALL ELIJAH	01F

CONFIDENTIAL INFORMATION
GRADE DISTRIBUTION BY SUBJECTS
OUR PUBLIC SCHOOL

SUB. NO./NAME	A	B	C	D	F	I	S	U	O	W	TOTAL
110 ENGLISH I	9	26	30	37	57						159
120 ENGLISH II	9	31	54	48	20	1					163
130 ENGLISH III	2	23	49	52	1						127
140 ENGLISH IV	2	19	36	18	1	1					71
141 ENGLISH IV	1	10	13	3							27
151 SPEECH I	1	4	11	8							24
170 FRENCH I	4	4	4	7	3						22
210 CIVICS	24	37	40	50	19						170
270 WORLD HISTORY	2	19	25	11	1						58
230 AMERICAN HISTORY	2	22	40	17	13				1		95
240 WORLD GEOGRAPHY	7	17	22	19	33						98
250 ECONOMICS		1	6	11	7						25
311 GENERAL MATH		8	22	28	10						68
312 GENERAL MATH	4	22	24	31	1						86

CONFIDENTIAL INFORMATION
GRADE DISTRIBUTION BY TEACHERS
OUR PUBLIC SCHOOL

TEA. NO./NAME	A	B	C	D	F	I	S	U	O	W	TOTAL
013							133	11			144
007	8	16	23	60	47	1					155
008	1	27	39	5							72
010		43	48	15							106
011	2	33	58	31							124
012		15	6								21
033		14	18	2		3					37
014							115	34			149
015							114	24			138
016	7	52	37	23	1		48				168
017	6	27	46	16			38				133
018	9	27	45	24	10		45	1			161
019	2	16	55	35	2		44				154
020	16	23	41	20	5		42				147

CLAYTON ELEM.

HARPER J

PERIOD- 5

ST.NO.	STUDENT NAME	I	II	III	IV
002908	ADKINS PHILLIP W	S	S		
122510	BURKHALTER PAMELA R	S	S		
175504	CLARY CHARLES L	S	S		
574034	MATHIS KATHRYN J	S	S		
601746	MERRIETT SANDRA K	S	S		
631230	MULLINS LOUISA K	S	S		
786923	SMITH KATHY J		S		
871314	VERBECK CHESTER L	S	S		

PERIOD- 6

ST.NO.	STUDENT NAME	I	II	III	IV
002908	ADKINS PHILLIP W	S	S		
122510	BURKHALTER PAMELA R	S	S		
175504	CLARY CHARLES L	S	S		
574034	MATHIS KATHRYN J	S	S		
601746	MERRIETT SANDRA K	S	S		
631230	MULLINS LOUISA K	S	S		
786923	SMITH KATHY J		S		
871314	VERBECK CHESTER L	S	S		

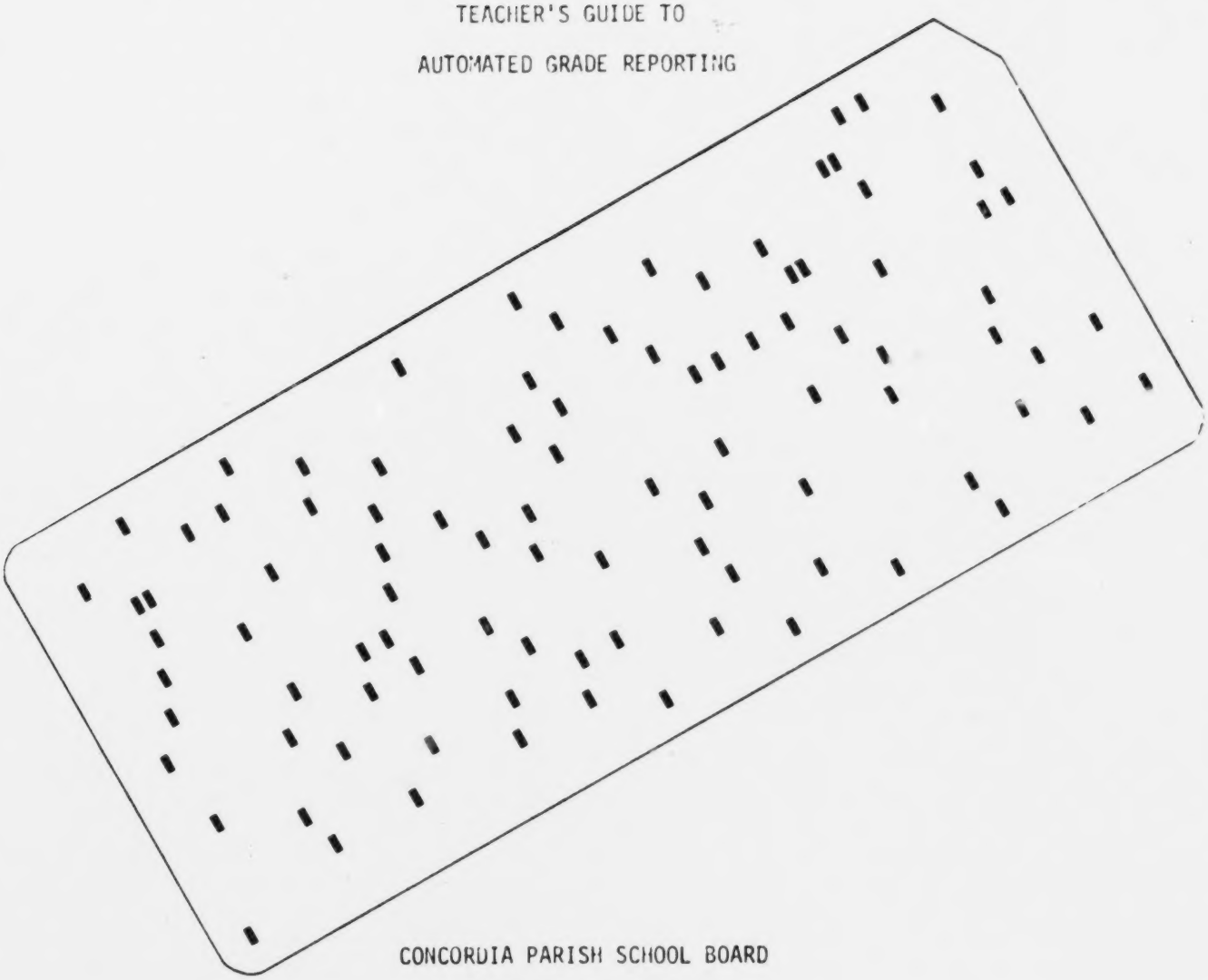
COURSE- SCI HLTH & PE

ST.NO.	STUDENT NAME	I	II	III	IV
023762	AVANCE MELANIE J	S	S		
127502	BUSBY CHARLES E	S	S		
444242	HOWINGTON RHONDA R	S	S		
598158	MCNEELY SUE	S	S		
610638	MITCHELL DANNY P	S	S		
714378	REEVES ANGELA D	S	S		
794874	SMITH TAMMY R	S	S		
951710	WILEY JEANENE	S	S		

COURSE- ART & MUSIC

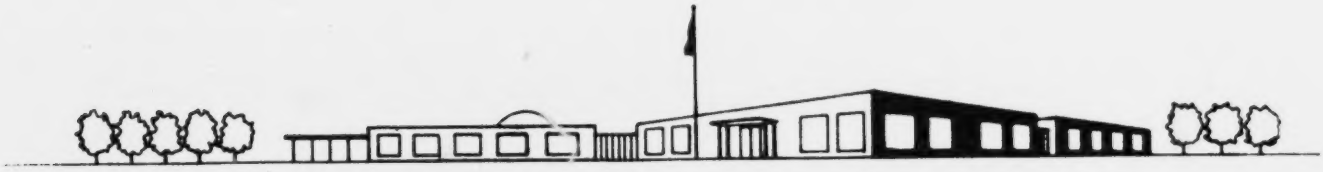
ST.NO.	STUDENT NAME	I	II	III	IV
023762	AVANCE MELANIE J	S	S		
127502	BUSBY CHARLES E	S	S		
444242	HOWINGTON RHONDA R	S	S		
598158	MCNEELY SUE	S	S		
610638	MITCHELL DANNY P	S	S		
714378	REEVES ANGELA D	S	S		
794874	SMITH TAMMY R	S	S		
951710	WILEY JEANENE	S	S		

TEACHER'S GUIDE TO AUTOMATED GRADE REPORTING



CONCORDIA PARISH SCHOOL BOARD

DATA PROCESSING CENTER



INTRODUCTION

The Concordia Parish Data Processing Center has been established with one thought in mind, - the student. Our services are being offered to the participating school districts to enable them to improve their programs by relieving some of the clerical burden from the teacher. We sincerely feel that by doing this, the teacher will have more time to devote to planning, preparation, etc., that will directly benefit the student.

This center and the services provided by it, are financed under Title III of the Elementary and Secondary Education Act of 1965, for the express purpose of developing an exemplary data processing system. This cannot be done without your help and cooperation.

While the center has many areas of activity, this booklet will deal exclusively with the procedures used for recording grade and attendance information for the preparation of report cards. Please bear in mind that the center is serving several parishes and that some differences will occur. For this reason, some of the forms you will receive may not seem to fit your situation exactly. This is necessary to avoid unnecessary printing expense.

Please remember that this system is still under development and will therefore require changes. Remember that this is your system and your suggestions and comments are necessary to assist us in providing the best possible service to you, and ultimately the student.

GRADE REPORTING

Accuracy of your grade reports depends entirely upon how closely you follow the instructions outlined on the next pages.

MATERIALS:

At the end of each grading period, you will receive the following items from your principal for use in recording grades and attendance. Each item is described completely so you will be familiar with its name and use when encountered in the detailed instruction.

Grade Cards (Figure 1): The sole purpose of the grade card is to serve as a transporting device to carry your grades and comments to the computer. These grades, etc. are transcribed onto a magnetic device for further processing and the printing of the report card. You will receive one grade card for each student for each period of the day. The cards will be arranged in alphabetical sequence within period for your convenience.

Attendance Card (Figure 2): This card is used to carry the attendance information to the computer. Cards are in alphabetical sequence, one card for each student in your home room.

Grade Verification Listing (Figure 3): This is a list report in the same sequence as your cards and shows all grades previously given. This report can be used in any manner desired to assist in reporting grades.

Mark Sense Pencils: Identified by the words "Concordia Parish Electronic Data Processing." Your principal has an ample supply of these pencils. Never mark with anything other than the pencils supplied.

DATE 02/06/68 *** GRADE VERIFICATION REPORT *** PAGE 02

CLAYTON ELEM.

HARPER J

PERIOD- 5 COURSE- SCI HLTH & PE

ST.NO.	STUDENT NAME	I	II	III	IV
002908	ADKINS PHILLIP W	S	S		
122510	BURKHALTER PAMELA R	S	S		
175504	CLARY CHARLES L	S	S		
574034	MATHIS KATHRYN J	S	S		
601746	MERRIETT SANDRA K	S	S		
631230	MULLINS LOUISA K	S	S		
786923	SMITH KATHY J		S		
871314	VERBECK CHESTER L	S	S		

ST.NO.	STUDENT NAME	I	II	III	IV
023762	AVANCE MELANIE J	S	S		
127502	BUSBY CHARLES E	S	S		
444242	HOWINGTON RHONDA R	S	S		
598158	MCNEELY SUE	S	S		
610638	MITCHELL DANNY P	S	S		
714378	REEVES ANGELA D	S	S		
794874	SMITH TAMMY R	S	S		
951710	WILEY JEANENE	S	S		

PERIOD- 6 COURSE- ART & MUSIC

ST.NO.	STUDENT NAME	I	II	III	IV
002908	ADKINS PHILLIP W	S	S		
122510	BURKHALTER PAMELA R	S	S		
175504	CLARY CHARLES L	S	S		
574034	MATHIS KATHRYN J	S	S		
601746	MERRIETT SANDRA K	S	S		
631230	MULLINS LOUISA K	S	S		
786923	SMITH KATHY J		S		
871314	VERBECK CHESTER L	S	S		

ST.NO.	STUDENT NAME	I	II	III	IV
023762	AVANCE MELANIE J	S	S		
127502	BUSBY CHARLES E	S	S		
444242	HOWINGTON RHONDA R	S	S		
598158	MCNEELY SUE	S	S		
610638	MITCHELL DANNY P	S	S		
714378	REEVES ANGELA D	S	S		
794874	SMITH TAMMY R	S	S		
951710	WILEY JEANENE	S	S		

Figure 3

MARKING INSTRUCTIONS:

General: All marks shall be made with the pencil supplied. Fill the desired marking position completely with a shiny, black mark. A dull pencil will work best. Never make more than one mark in a vertical column. If you mark the wrong position, erase completely and remark. Do not make any notes, corrections, or stray marks on the cards as the computer may interpret these to be valid marks, thus causing erroneous grades, etc. to be printed. If cards are found to be in error, follow the procedures outlined under "Errors."

The Right Half of the Grade Card (Figure 1), is for your use in marking all grades pertaining to this particular marking period. You will receive new cards each period and will always mark in the same place on the cards. This area of the card is identified with the block printing which states "MARK GRADES HERE."

Current Period Grade: The extreme right hand column is labeled "Current Period Grade" and must be marked on all cards each grading period. Record the desired grade by completely filling the appropriate bubble. Do not mark more than one grade. In the event that no grade is to be given, mark the bubble labeled "0". This will cause the computer to leave this composition blank on the report card.

Comments: Incorporated in the grading system is the ability for you to make up to two (2) coded comments on each grade card. You may make one, two, or no comments. The numbers marked will appear on the students report card next to your name. This is an excellent way for you to give additional information to the parents of your students. Make your first comment in the column labeled "First" by darkening the desired bubble. If a second comment is desired, make it by marking the appropriate bubble in

the column labeled "Second." If you do not wish to make any comments, merely leave these two columns blank.

It is not possible for you to make more than two comments per grade card. If more than one mark is encountered in a vertical column, all marks will be ignored by the computer.

Semester Grade: Use this column to report the semester grades (1st semester grade at mid-term, 2nd semester at the final grading period). Mark exactly as the current period grade.

Final Grade: Use this column to record the final grade earned for this course. This column will be marked upon completion of the course (last grading period except half unit courses).

Units Earned: (High School only) This column must be marked whenever final grade has been given.

Grade Changes: The left end of the grade card (Identified by block Printing "CHANGE GRADES HERE") gives you the ability to correct previous grades or add missing grades to a student's record at any time. This eliminates the need for you to submit correction forms to the data processing center for incomplete grades, etc.

Procedures: In the event of an imcomplete, erroneous, or missing grade, all you have to do to correct the student"s record is to fill in the appropriate bubble in the column designated for the period in error. Do not mark current period grades in these positions.

Attendance: If you are responsible for a home room, you will receive an attendance card for each student in your section. A new card will be sent each grading period.

Days Absent: Record the number of days the student has been absent this grading period. This is accomplished by placing three marks in the area labeled "Days Absent". Example: A student is absent two days the

first grading period. Darken the bubbles labeled zero, zero, two (see example on each card). If the same student is absent three days the second period, you would mark zero, zero, three. If the same student is not absent during the third period, you would mark zero, zero, zero.

Days Present: This area of the card is to be used for the final reporting period only. Record the total number of days present by darkening the appropriate bubbles. Example: A student has perfect attendance; mark one, eight, zero.

Promote - Retain: These positions on the card may be marked on the final grading period to cause the message "Promoted to grade XX" or "Retained in grade XX" to print on the report card. You do not have to mark this column.

Errors: In the event that you are missing a card, have extra cards, or have a card in error, report this fact to your principal immediately. Do not throw any card away, as this will only create confusion when trying to correct the error.

Errors encountered when marking the cards cannot be corrected in time for the current reports but will, if properly submitted, be corrected prior to the next grading period. Your principal is familiar with the procedures necessary to make corrections.

REPORT CARD

EXPLANATION OF GRADES

A. Outstanding achievement
B. Good achievement
C. Satisfactory achievement
D. Minimum achievement
I. Incomplete due to justifiable reason
F. Failure
S. Satisfactory
U. Unsatisfactory
O. No Grade
W. Withdrew

EXPLANATION OF COMMENT CODES

0. Student is doing excellent work
1. Student is improving in this course
2. Instruction is below grade level
3. Absences are affecting school work
4. Tardiness is affecting school work
5. Books or materials are not brought to class
6. Assignments are not completed regularly
7. Study habits need improving
8. Behavior presents school problem
9. Please contact teacher

CONCORDIA PARISH SCHOOL BOARD

PERIOD	SUBJECT	1	2	3	4	GRADE	CODE	TEACHER	UNITS EARNED

TO PARENTS/GUARDIANS — Student success in school depends to a large extent on a cooperative relationship between home and school. Parents and guardians are urged to contact the school whenever there is need for information about student progress or about the school and its educational offerings.

NINE WEEK REPORT CARD

REPORT CARD

EXPLANATION OF GRADES

A. Outstanding achievement
B. Good achievement
C. Satisfactory achievement
D. Minimum achievement
I. Incomplete due to justifiable reason
F. Failure
S. Satisfactory
U. Unsatisfactory
O. No Grade
W. Withdrew

EXPLANATION OF COMMENT CODES

0. Student is doing excellent work
1. Student is improving in this course
2. Instruction is below grade level
3. Absences are affecting school work
4. Tardiness is affecting school work
5. Books or materials are not brought to class
6. Assignments are not completed regularly
7. Study habits need improving
8. Behavior presents school problem
9. Please contact teacher

MADISON PARISH SCHOOL BOARD

PERIOD	SUBJECT	1	2	3	GRADE	4	5	6	GRADE	CODE	COMMENTS	TEACHER	UNITS EARNED

TO PARENTS/GUARDIANS — Student success in school depends to a large extent on a cooperative relationship between home and school. Parents and guardians are urged to contact the school whenever there is need for information about student progress or about the school and its educational offerings.

SIX WEEK REPORT CARD

Figure 4

ELEMENTARY & JR. HIGH COURSE CODES

MAJOR SUBJECTS	MINOR SUBJECTS
009 Reading Lab	050 Science-Health-P.E.
010 Reading	051 Health-P.E.
011 Language	052 Phys. Ed.
012 Language Arts	053 Spelling
013 Writing	054 Writing
014 Spelling	055 Science
015 English	060 Art & Music
016 Speech	061 Band
017 Phonics	062 Vocal Music
020 Arithmetic	072 Home & Family Living
021 Mathematics	073 Agriculture
022 Algebra	074 Ind. Arts
030 Social Studies	075 Health
031 History	076 Band or Music
032 La. History	077 Elem. Drivers Ed.
033 Geography	078 Fine & Ind. Arts
034 La. Studies	079 Home Ec.
040 Science	081 Vocational Training
041 General Science	090 Study Hall
	091 Remedial Reading
	092 Woodwork
	099 Job Training

HIGH SCHOOL COURSE CODES

UNITS		UNITS		UNITS	
1	110 English I	1	421 Biology	1	728 Woodwork IV
1	120 English II	1	422 Biology BSCS	1	729 Welding
1	130 English III	1	430 Chemistry	1	730 Electrical Shop
1	140 English IV	1	440 Physics	1	750 Agri. Lab
1	142 Business English	1	450 Physical Science	1	770 Gen Shop
1	151 Speech I	1	510 Home Economics I	1	781 Agri. I
1	152 Speech II	1	520 Home Economics II	1	782 Agri. II
1	153 Speech III	1	530 Home Economics III	1	783 Agri. III
1	161 Spanish I	1	540 Home Economics IV	1	784 Agri. IV
1	162 Spanish II	1	550 Home & Family Living	1	785 Agri. Shop
1	171 French I	1	611 Typing I	1	810 P.E.
1	172 French II	1	612 Typing II	1	811 P.E. & Band
1	173 French III	1	621 Shorthand I	1	812 P.E. & Choir
1	175 Latin I	1	622 Shorthand II	1	909 Fund of Music
1/2	180 Journalism	1	641 Bookkeeping I	1	910 Band
1	190 Reading	1	642 Bookkeeping II	1	911 B Band
1	210 Civics	1	650 General Business	1	912 Vocal Music
1	220 World History	2	660 C.O.E.	1	915 Choir
1	230 American History	1	661 Clerical Office Prac.	1	916 Gen. Music
1	240 World Geography	1/2	662 Data Processing	1	918 Art
1	241 Geography	2	663 Data Proc. Aux. Mach.	1/2	920 Drivers Ed.
1/2	250 Economics	2	664 Data Proc. Programming	1	921 Art I
1/2	260 American Government	1	665 Cler. Off. Record Keeping	1	922 Art II
1	270 General History	2	672 D.E. I	1	923 Art III
1	280 Ancient History	2	673 D.E. II	1	924 Art IV
1	290 Modern History	1	680 Business Arithmetic	1	926 B Choir
1	295 Sociology	1	711 Mech. Draw I	1	930 Trade School I
1	311 General Math	1	712 Mech. Draw II	1	931 Trade School II
1	321 Algebra I	1	721 Ind Arts I	0	950 Study Hall
1	330 Geometry	1	722 Ind Arts II	1	960 Boys Athletics
1	340 Algebra II	1	723 Ind Arts III	1	970 Girls Athletics
1	350 Sr. Arithmetic	1	724 Ind Arts IV	1	971 Publications
1/2	360 Trigonometry	1	725 Woodwork I	2	972 Auto Mechanics
1/2	370 Advanced Math	1	726 Woodwork II	2	973 Carpentry
1	411 General Science	1	727 Woodwork III		

Letters Received at Center

HOLY SAVIOR CENTRAL HIGH SCHOOL
209 CHURCH STREET
LOCKPORT, LOUISIANA 70374

June 9, 1971

Mr. Arthur Arnold
Concordia Parish School Board
Vidalia, La. 71373

Dear Sir:

As counselor of Holy Savior Central High School, Lockport, La., I would like to thank you for your role in providing for the survey of our students conducted through the boy scout organization and Ted Boothe, the district executive. The NCR printout sheets will provide useful information for counseling during this coming year. Again, thank you for the printout.

Sincerely,

Sidney Miller, Jr.

Sidney Miller, Jr.
Counselor

EDWARD DOUGLAS WHITE CATHOLIC HIGH SCHOOL
555 CARDINAL DRIVE
THIBODAUX, LOUISIANA 70301
(504) 446-8486

May 7,1971.

Mr. Arthur Arnold
Concordia Parish School Board
Vidalia, La.

Dear Mr. Arnold,

We received the list report of the career interests of our E. D. White Students and were delighted with it.

Thank you very much for this service which will help our school program as well as the boy scout program.

Sincerely,

Sister Marie Therese Broussard,O'Carm.
Sister Marie Therese, O. Carm
Counselor,
E. D. White Cath. High School.

THIBODAUX HIGH SCHOOL
THIBODAUX, LOUISIANA

T. L. FAKIER, PRINCIPAL
R. J. SYKES, ASS'T. PRINCIPAL

May 4, 1971

Mr. Arthur Arnold
Concordia Parish School Board
Vidalia, Louisiana

Dear Mr. Arnold,

I would feel remiss if I did not express to you our thanks for your work with the vocational survey initiated by Mr. Ted Boothe for the Boy Scouts of America conducted in our school.

We are so often approached by organizations to make surveys for them from which we get nothing in the way of help or information: this was indeed different.

The information provided will be very helpful in giving counsel to our Sophomores, and we appreciate the cooperation of you and your class.

Sincerely,

Sarah M. Shufeldt

(Mrs) Sarah M. Shufeldt

SMS/cag

RECEIVED
MAY 7 1971
CONCORDIA PARISH SCHOOL BOARD

RUSSELL E. LASSEIGNE
PRINCIPAL

EARL R. BERGERON
ASSISTANT PRINCIPAL

EAST THIBODAUX JUNIOR HIGH SCHOOL

P. O. BOX 908
THIBODAUX, LA. 70301

May 4, 1971

Mr. Arthur Arnold
c/o Concordia Parish School Board
Vidalia, Louisiana 71373

Dear Mr. Arnold:

I would like to take this opportunity to thank you for the National Cash Register Print-out of our students in regard to their occupational choices. It's rather late in the year to use this material, however, I will forward this material to Thibodaux High School as our kids transfere there next school year. I'M sure the high school counselors will be able to use this material.

Thanks again.

Sincerely yours,

Herb Toups

Herb Toups, Counselor

RECEIVED
MAY 5 1971
CONCORDIA PARISH SCHOOL BOARD

Raceland Junior High School

HOMER R. WATTS, PRINCIPAL
P. O. BOX C
Raceland, Louisiana

May 4, 1971

Mr. Arthur Arnold
Concordia Parish School Board
Vidalia, Louisiana

Dear Sir:

I wish to express my appreciation of the work you did in classifying careers listed by our 9th. graders. To me, that looks like a very arduous task. Thank you very much.

Sincerely yours,

Gertrude Grabert,
Counselor

RECEIVED
MAY 5 1971
CONCORDIA PARISH SCHOOL BOARD

STATE OF LOUISIANA
SULLIVAN VOCATIONAL-TECHNICAL INSTITUTE
BOGALUSA 70427

P. A. BOURGEOIS
DIRECTOR

June 22, 1971

Mr. Arthur Arnold, EDP Manager
Head of Instructors
Concordia Parish School Board
Vidalia, Louisiana

Dear Mr. Arnold:

We at Sullivan Vocational-Technical Institute are interested in an NCR Century. Our primary concern is based more on the instructional material. We have studied the NCR instructional material and have judged it to be efficient. However, we would appreciate your answering the following questions as a present user of NCR products, services and education courses.

What courses in data processing are you teaching?

What NCR instructional material are you using?

What is your opinion of it?

What is your opinion as to a vocational school using NCR instructional material?

What is your opinion of the equipment? Service?

Your comments are invited on any other pertinent information.

Thank you for telling us of your experience with NCR and for the time spent in answering our inquiry.

An early reply will be greatly appreciated and will assist us in reaching our decision.

Sincerely yours,

P. A. Bourgeois

P. A. Bourgeois,
Director

PAB:ds

FRED M. MILLER
PRESIDENT

OFFICE OF
TENSAS PARISH SCHOOL BOARD
C. E. THOMPSON, Ed.D
SUPERINTENDENT
ST. JOSEPH, LOUISIANA 71366

TRUMAN JAMES
VICE-PRESIDENT

November 13, 1970

Mr. Arthur A. Arnold
Supervisor, Data Processing
Concordia Parish School Board
Vidalia, Louisiana 71373

Dear Mr. Arnold:

I have your letter of November 11, 1970, advising me of the services provided by the Concordia Parish Data Processing Center. We are very much interested in some of the services provided by this Center for the coming year.

May I have the opportunity of scheduling an appointment with us here at the School Board Office in St. Joseph at 2:00 o'clock Tuesday, November 17, 1970.

If I don't hear from you prior to that date, I look forward to seeing you then.

Very truly yours,

C. E. Thompson

Dr. Charles E. Thompson
Superintendent

CET/lt

DEPARTMENT OF THE AIR FORCE
USAF RECRUITING DETACHMENT 408 (ATC)
GATEWAY BUILDING, 124 CAMP STREET
NEW ORLEANS, LOUISIANA 70130

REPLY TO ATTN OF: USAF Recruiting Office, PO Box 1912, Alexandria, La. 71301

5 Jan 1971

SUBJECT: High School Graduation Lists

TO: Concordia Parish Data Processing Center
PO Box 546
Vidalia, La. 71373

Principals at the High Schools in Concordia Parish were recently contacted in regards to obtaining the 1970-71 graduation lists. We have been informed that these lists must be obtained from your office. It would be appreciated if you could furnish the graduation lists for the following schools:

Vidalia High School
Ferriday High School
Monterey High School

A franked envelope is provided for your convenience. If we may be of assistance to you in the future, feel free to contact us anytime.

Sincerely,

Marvin H. Speer

TSGT Marvin H. Speer
USAF Recruiting Office
P. O. Box 1912
607 Johnston St.
Alexandria, La. 71301
Phone: 445-6511 ext 661

JEFFERSON PARISH SCHOOL BOARD
OFFICE OF THE SUPERINTENDENT
819 HUEY P. LONG AVENUE
GRETNA, LOUISIANA 70053

PETER C. BERTUCCI
SUPERINTENDENT

March 18, 1971

Mr. Arthur A. Arnold
Director of Data Processing
Concordia Parish School Board
P.O. Box 548
Vidalia, Louisiana 71373

Dear Art:

Thank you once again for the hospitality extended to Tony and me during our recent visit.

Enclosed you will find those items you requested from us. Should you have any questions please don't hesitate to phone.

Art, I have enclosed a copy of an article sent to parents periodically by our publications office. Please note the article on page 3 entitled "Disk Jockey".

Art once again thanks. If I can ever be of help to you, please feel free to call on me. Please extend our thanks to Jerry and the others on your staff. I will inform you from time to time of our progress with student accounting. I intend to send sample print outs of our monthly reports for payroll and accounting at a later date.

Very truly yours,

Hubert K. Hebert

Hubert K. Hebert
Data Processing Supervisor

HKH:dv

PHONE 255-0814

JAMES H. NAPPER
PRINCIPAL

PHONE 255-0807

ROBERT W. PHILLIPS
ASSISTANT PRINCIPAL

Ruston High School
Ruston Louisiana
71270

April 7, 1971

Arthur A. Arnold
Director of Data Processing
Concordia Parish Schools
Vidalia, Louisiana 71372

Dear Mr. Arnold:

Due to illness I have been unable to convey my appreciation for your cooperation during the Ruston High School Science Fair. Please excuse the delay.

On behalf of Ruston High School, the Science Fair participants, and myself, thank you for your time and efforts that made our Fair possible and a success. It is the outstanding educators, such as yourself, that are vital to our students and their future. Thank you!

Yours truly,

Patsy A. Boudreaux

Mrs. Patsy A. Boudreaux
Chemistry and Physics

AUTOMATED BUSINESS SYSTEMS DIVISION OF LITTON INDUSTRIES · 4762 INTERSTATE 55 N., P.O. BOX 9644, JACKSON, MISSISSIPPI 39206

December 14, 1970

Mr. Arthur A. Arnold
Concordia Parish School Board
Box 548
Vidalia, Louisiana 71373

Dear Mr. Arnold:

First let me say that it was a pleasure to talk with you on the phone today about computer scheduling of students.

On your invitation, I would like very much to drop by sometime and see your operation. I think this new exciting field is the method of the future for scheduling, and the more we can learn, the better stead we will be in as other progressive administrators begin to look in this direction.

Sincerely,

McBEE SYSTEMS
DIVISION OF LITTON INDUSTRIES

Robert E. Hays

Robert E. Hays

REH:mb

AVOYELLES PARISH SCHOOL BOARD

J. B. LUKE, President
F. L. COUVILLION, Superintendent
201 Tunica Drive West
MARKSVILLE, LOUISIANA 71351

22 April 1970

Mr. Ben L. Green, Jr., Superintendent
Concordia Parish Schools
Vidalia, Louisiana

Dear Superintendent Green:

I regret that we will not be able to take advantage of your services in student scheduling, grade reporting, etc. this year but we do appreciate your offer.

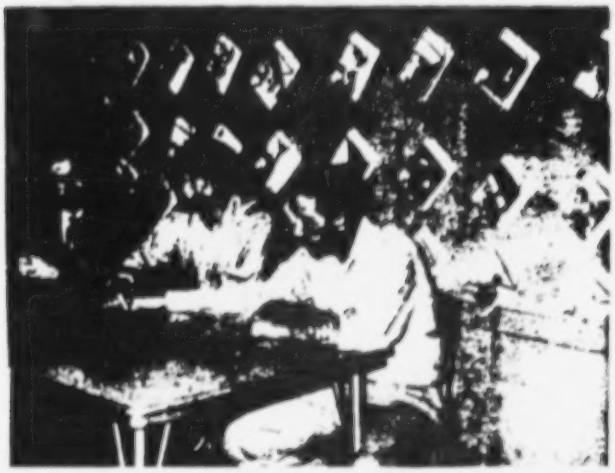
Sincerely yours,

F. L. Couvillion

F. L. Couvillion
Superintendent of Schools

Articles

PEOPLE IN CONCORDIA PARISH SCHOOLS

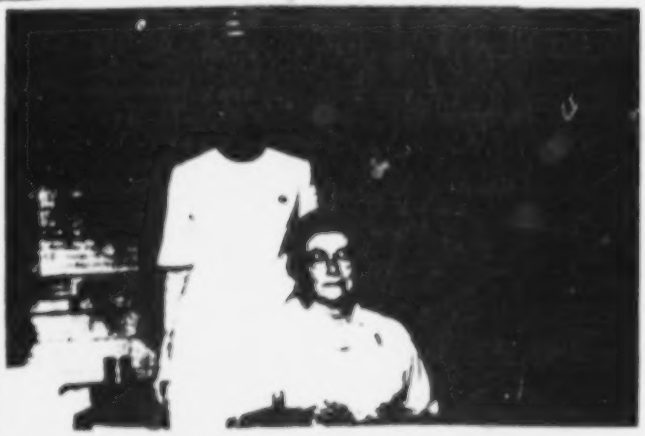


Mrs Doris Rhodes, Counselor at Monterey High initiated March 22-27 as "Learn About Work Week" at her school. Events included four days of panel discussions involving thirteen guest panelist from a myriad of occupations. Left photo shows three guests panelist (L. to R.), Farmer, J. W. Calhoun; Contractor, Wesley Steel; and Farm Supply Distributor D. Brown, Jr. At right, students board bus for culminating field trip to Garan Industries in Jonesville, Louisiana.

Visitors from Jefferson Parish Schools Data Processing Center tour the Concordia Parish Schools Center. L. to R. are Tony Ballelo, Assistant Director and Hubert Herbert, Director Jefferson Parish Center; Jerry Andrews, Manager and A. A. Arnold, Director Concordia Parish Center.

Members of the Concordia Parish School Board tour the Data Processing Center after the switch-over from an IBM system to an NCR.

Key punch students attend classes for the first time in the newly completed facilities at the Concordia Parish Data Processing Center.



Mrs Vina Pankey, (seated), and Mrs Jeanette Randall, Concordia Parish Schools Title I Health Nurses pose with Joel Geyer, Schools Social Worker at their offices in the Ferriday Annex.

THE NATCHEZ DEMOCRAT

10¢ Copy NATCHEZ, MISS. WEDNESDAY MORNING, APRIL 28, 1971 VOL. CVII

tracings

OPEN HOUSE SET

The Concordia Parish School Board will have open house Thursday from 6:30-8 p.m. The general public is invited to view the school board office, media center and data processing center.

Open House Tonight In Concordia Schools

VIDALIA, La.—The Concordia Parish School System will hold an open house tonight from 6:30 to 8:30, with all who are interested extended an invitation to attend and inspect the facilities.

Ben Green Jr., superintendent of education for Concordia Parish, said the open house would give parents and citizens an opportunity to tour the Concordia Parish School Board Office, the Media Center and the Data Processing Center, located in the recently completed Media Center addition.

Arthur Arnold, director of the Data Processing Center, said he felt the general public would be particularly interested in seeing the new NCR Century 200 equipment and how this equipment works with the IBM auxiliary machines.

Arnold pointed out this complex of the latest equipment has a two-fold purpose: service to the personnel of the public schools and vocational training for students.

"Students have an opportunity to learn computer programming and the use of the auxiliary machines, such as the key punch, sorter and interpreter," Arnold said.

Supt. Green hopes many citizens of Concordia Parish will tour the facility tonight.

New Facility Near Completion

The first phase of the Jefferson Parish Educational Service Center, located on Manhatten Boulevard in Harvey, is now complete. This phase includes an auditorium, conference room, a professional library for teachers, and a curriculum materials area.

With over 2,600 teachers employed in the system, space for workshops, conferences, and training sessions for both large and small groups becomes quite a problem. Thus, the auditorium will seat approximately 500 and will provide an area divisible into smaller rooms for pre-service and in-service training of teachers, aides, and staff personnel.

In order to keep abreast of new theories and practices in education and new teaching aids, it becomes necessary for a system to provice a centralized collection of these materials for study and review by teachers. The professional library, therefore, will house the necessary reading and conference rooms with materials, books, and professional magazines for research and study. The curriculum materials area provides space for display and examination of latest teaching aids, films, strips, records, tapes, books, etc. Two areas for previewing audio visual aids have also been provided for use by teachers and staff personnel. By reviewing materials supplied to the center on a loan basis by publishers, teachers, principals, and staff personnel will be better able to make selections for use in the classroom.

The completion date for the second phase is set for September, 1971. The graphic arts area in this phase will be utilized for the production and printing of instructional and mass media materials. The centralized processing area will be utilized to process and catalog books and audio-visual materials. The studio will provide a classroom-type setting to tape lectures and demonstrations for school use. Video taping of in-service training programs, instructional activities, and public relations programs will also be produced in this area.

With the completion of the Educational Service Center, it is anticipated that media services, such as film circulation, transparency production, centralized processing, pre-service and in-service training, will be greatly expanded in order to better support the programs of our school system.

Recommend 10 Point Checklist For Safety

LOU BLANDA
Director Of Transportation

The Office of Transportation, with the cooperation of the school bus drivers, determines the location of bus stops.

Selecting bus stops which are safe and convenient for the school children is becoming an ever increasing problem. For various reasons, many people do not want a bus stop located in front of their homes.

Changes have been made at the request of the complainants, but when a change is made, this necessitates walking a greater distance to a new stop or more students assigned to a previously arranged bus stop.

This, in turn, causes further complaints.

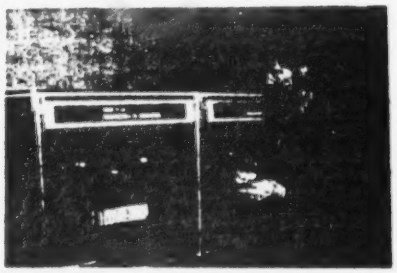
Safety and proper conduct of all bus students cannot be the sole responsibility of the school bus driver or the Office of Transportation. The responsibility must be shared also by the motorists, the parents, and by all whom we depend upon for safety.

To prevent accidents and to assure proper conduct at school bus stops, the motorists, parents and students are reminded of the following recommendations:

1. Pupils shall be on time. Parents should not send their children to a bus stop prior to ten (10) minutes before the scheduled bus arrival time.
2. Students should remain on the sidewalk away from the curbing until the bus comes to a complete stop. Do not push. Someone may be pushed under the wheels of the bus.
3. Students should enter the bus in an orderly manner. One at a time.
4. Parents should not allow their children to bring athletic equipment to the bus stop. Students are playing in the streets before the bus arrives, and a serious accident can occur.
5. Respect the property of others.

(Continued on Page 4)

"Disk Jockey"



HUBERT HEBERT
Supervisor Data Processing

Mr. Hubert Hebert, Supervisor of the Electronic Data Processing Department (EDP), is charged with the responsibilities of accumulation, storage, and dissemination of information so vitally needed by all divisions of the Jefferson Parish School System.

The IBM components employed use disk and tape for the storage of school information. This information is available at the "touch of a button". Present programming provides for data collections of personnel functions, such as: payroll, retirement, W-2 and FICA exemptions, and personnel file maintenance. Other capabilities cover accounting procedures for all purchase orders and invoices of the school system to be prepared for Accounts Payable. History of all business transactions is stored in the computer's memory for control and future reference.

As a pilot project, EDP is presently providing accounting services for clubs and organizations of some twenty schools. All schools are aided by a monthly report prepared for the Division of Pupil Services. This report reflects the census status of each school by showing gains and losses every 30 days. Hebert's machines are versatile enough to do student scheduling on an annual basis. Soon, attendance accounting and grade reporting will be added eventually, by gathering data on all students, needed statistics will be available for Census and Transportation Departments. Plans are now underway to evaluate methods and procedures for similar services used by the Concordia Parish School Board.

Rest assured, if you ask Hubert Hebert for a request, he will play your tune!

THE VIKING VOICE

VIDALIA HIGH SCHOOL

OCT. 1970

Computer Science Now A Part Of Vidalia High

A course in computer processing has been made a part of the curriculum of Vidalia High School this year, making it one of the first such projects in the state.

The course was made possible by the Concordia Parish School Board which requested and received grants from the Federal and State governments. It is an extension of the computer center located at the Concordia Parish School Board.

INSTRUCTORS

Mr. Charles Loomis and Mr. James Rhea are instructors for the course. Mr. Loomis is in charge of key punching and Mr. Rhea is in charge of programing. Vidalia has fifteen students in key punching and twelve enrolled under programing.

NEW BUILDING

A building especially for the teaching of computer science is in the process of being built at the School Board Ofice at this time. Completion date is to be around January 1. After completion students will work directly with computers bought from the National Cash Register Company and instituted in the new building.

FUTURE PLANS

Ferriday High School is also taking part in the program and plans have been made to include Monterey High School in the future. Mr. Rhea has indicated that a course will be offered for the Natchez Training Center Students.

EDITOR

Sarah Patton a member of the senior class has been chosen to edit the 1970-71 Vidalia High School student newspaper. She heads a staff of 23 members. Clarence Brown, also a senior will serve as Associate Editor. Other members holding editorial positions are Kenneth Dunn, Voncil Smith, Kay Sanders, Janice Phipps, Kathryn Phipps, Nelwyn Lee, and Damus Smith.

Things Operating Smoothly At Vidalia High School

Although Vidalia High School opened its doors three weeks late because of the recent court injunction, the entire school operation has been smooth and orderly. The successful beginning of the 1970-71 term at Vidalia High School can be attributed to the excellent cooperation of the student body and xchool staff.

Students, counselor, and principal have worked patiently to modify schedules in case of conflict. The office staff has recorded numerous statistics. The custodial staff has moved books and equipment from place to place throughout the building. Teachers have assumed added responsibility while students have willingly responded to directions in the classroom and on the campus. The cafeteria workers have adjusted their planning and serving of lunches. More over,the attitude of everyone at Vidalia High School has been friendly, understanding, and everyone at Vidalia High School can look forward to a pleasant and happy year.

4H Club Opens New School Year

On Oct. 7, 1970 the Vidalia 4-H Club held it's first meeting to begin the new term.

Mr. Odis Randall and Mrs. Glynda Byargeon are directors of the meetings. The sponsor is Mr. James Watson.

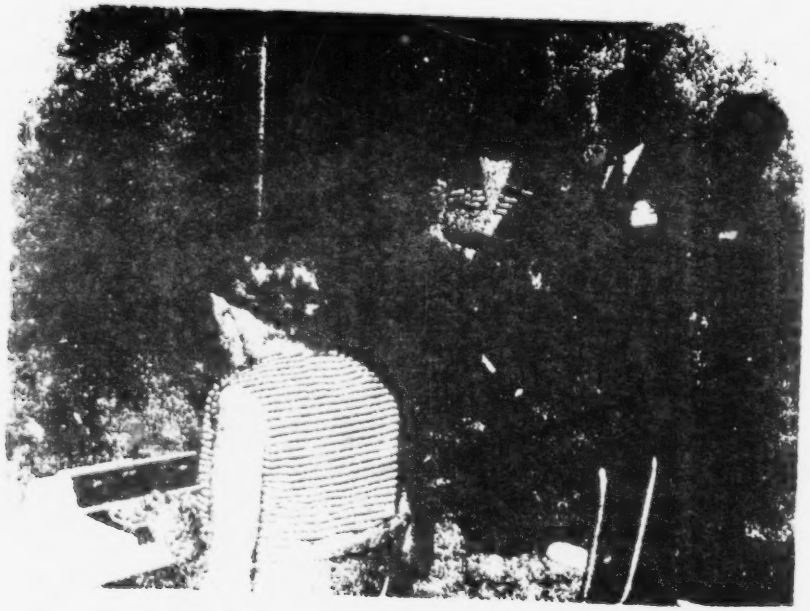
This is a voluntary organization operated through the school. It is offered to all boys and girls from 9-19 years of age. They are offered forty-three different programs and participants may work at their own speed. Meetings are held once a month. The officers will be announced at a later date.

Hirsute Faces Are Abundant On V.H.S. Campus

The boys at Vidalia High School are proving adept at the manly art of growing beards for the Centennial to be held during the week of October 19-24.

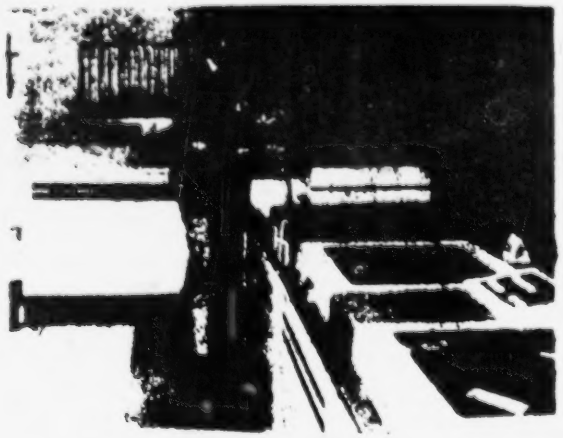
Every man and boy is urged to grow a beard to represent the 1870 era . It is almost a must that they grow one or be put in jail,or pay a fine or maybe both. The jail will be built on the Court House lawn so they will be seen by the public. On Thursday, October 22, on the Court House Square at 7:30 P.M.

Although some of the boys at Vidalia High School are not capable of growing beards, they are joining in on the fun by trying to grow them.

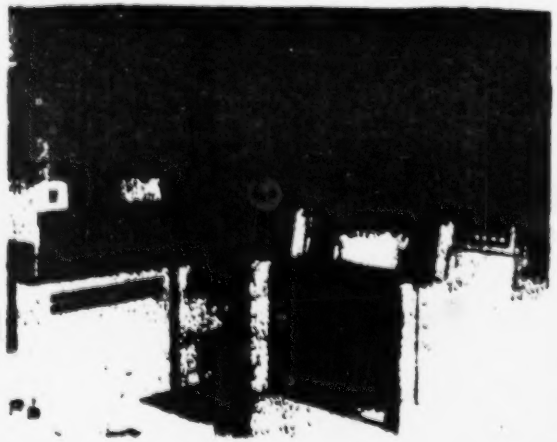


Democrat Photo By Dane

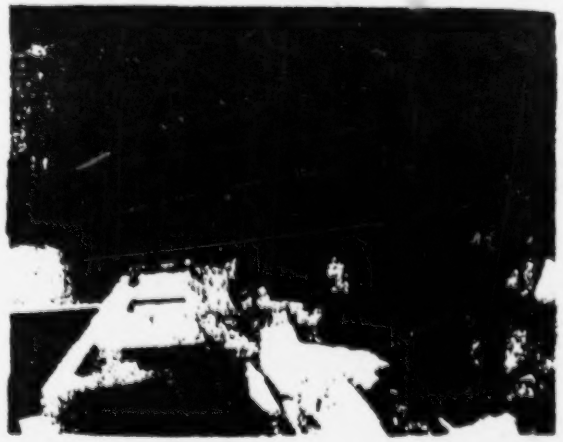
OPEN HOUSE



Operator Terry Wagoner



Programmer John Hagewood At The 686 Card Reader.



Charles Loomis (Left) Teaches The Ferriday Key Punchers

Concordia Schools Learning In 'Space Age'

BY MARTHA KOON
Democrat Staff Writer

[illegible] While the [illegible] of [illegible] high schools in [illegible] today are limited to [illegible] educational subjects [illegible] Concordia [illegible] system have [illegible] to the Space [illegible]

[illegible] Vidalia [illegible] [illegible] there [illegible] [illegible] Processing [illegible] there, in [illegible] hours [illegible] learn [illegible] puters [illegible] [illegible] situation.

Concordia Parish School [illegible] has been involved in data processing for five years [illegible] past three years on a regional basis with Concordia, Pointe Coupee, LaSalle and East Feliciana parishes.

Since fall, high school students have been directly involved in the program, learning skills in a $400,000 facility that will enable them to earn top-paying technical jobs in the field of data processing.

This may be a giant step toward eliminating some rather disquieting figures.

As of last summer Concordia Parish ranked 14th in the state in school dropouts. It was 15th in unemployment and held 11.8 per cent of all the unemployed youth in the state.

There are 25 firms within a [illegible] radius of Concordia Parish employing data processing personnel. Until this year those wanting training in the field had to wait until they'd finished high school to seek it.

But not anymore. Now they [illegible] go to high school and receive highly skilled technical training along with their basic education. And they can be self-supporting after high school graduation. If they live in Concordia Parish.

Concordia's Computer College

Mary B. Eidt

Education constantly faces challenges of preparing students for new and changing job opportunities. The Concordia Parish School Board has met one of these challenges by establishing the Vocational Data Processing Institute.

This new educational facility, a part of the Data Processing Center, which was recently re-located in the Media Center addition, provides opportunities for acquiring technical knowledge and skills in the fast-growing field of data processing, according to Arthur Arnold, director.

The Vocational Data Processing Institute offers two courses - Auxiliary Machines and Programming. Each course is taught for two hours a day and carries two credits. In Course I, Auxiliary Machines, students learn through lectures and laboratory situations to operate six machines - keypunch, verifier, sorter, interpreter, reproducing punch, and MT Selective typewriter.

Course II, Programming, is designed to teach students the mechanics and languages - Fortran and Cobol - of the computer in order to write programs.

Students successfully completing the courses have training to qualify for jobs in math-science, business, or educational data processing centers. They may also work with related types of machines in business or industry.

Instructors

Auxiliary Machines is taught by Charles Loomis, a veteran educator and administrator with an M.A. degree and thirty hours beyond the masters. James Rhea, who has a B.A. with a minor in programming from Louisiana Tech, teaches the two courses in programming.

Superintendent Bill Dodd (left, above, [illegible]) visiting during the open house at Concordia's Media and Data Processing Center. Others [illegible] left to right, Ben Green, Concordia's school superintendent; [illegible] Calhoun [illegible] president; and Gilbert Savoy, Jr., a board member.

Both Loomis and Klein indicate they are well pleased with the progress of the students. "In my years of education, I experience, I have never seen students who were more involved, or interested," commented Loomis.

Latest System Used

Students have access to the newest and latest [illegible] in the NCR Century 200 with 32K memory and double disc drives, according to Arnold. "This new piece of equipment has 2½ times more memory, about 3 to 5 times more printer speed, and ¼ time more card reader speed than its predecessor," explained Arnold. In addition to these, the NCR 200 has the potential, with slight modifications, to receive and transmit on-line information from other computers and support terminals. It can be expanded for multi-programming, performing two or three different jobs at a time.

The NCR Century 200 is housed in a specially designed room patterned after the NCR regional office in Dallas, Arnold said. The room has a raised floor concept with complete temperature and humidity control with less than a degree of variation.

"Engineering service was furnished free of charge by NCR, and we

have been fortunate in having Alan [illegible], the NCR site representative, available for the past six months to supervise installation and provide consulting services at no extra charge," Arnold added.

Sound Financing

The Concordia Parish School Board's Data Processing Center is more financially sound than any other educational computer set-up in the state of Louisiana," Arnold said. The Vocational Data Processing Training Institute, an exemplary program under Title III, will receive a 3-year grant of $100-thousand from the Vocational Dept. of the La. State Dept. of Education. Recently the Data Processing Center received a 1-year extension of the original grant in the amount of $160 thousand.

"The center gets additional income from grade and attendance services at $1 per pupil in other school systems and picks up another $13 to $14 thousand in tax collection services," Arnold stated. These funds have not only enabled the center to expand its operation in education and services but have also provided for the purchase of the new computer which cost the school board approximately $165 [illegible] 200 w[illegible] purchased under a rental-purchase [illegible] systems will run the computer on March 1, 1972.

A view of several trainees operating a row of sophisticated data processing equipment as a part of their training program.

In the top photo, Ralph Ainsworth, supervisor of q[illegible] [illegible]ence and research, explains the Media Center's offset printing equipment d[illegible] the recent open house ceremony. In the lower scene are participants and guests f[illegible] the [illegible] house. Left to right are Vernon White, Concordia [illegible]rd member; Verne R[illegible] [illegible]per visor; James D. Prescott and Art Greene, LSBA staff members.

Concordia Parish Schools Preparing For Challenge Of Future Education

Natchez (Miss.) Democrat, Tuesday, February 22, 19

DATA PROCESSING

"Modern technology will not only play a big role in the instructional program, but it will also affect the whole educational structure," according Arthur Arnold, director of data processing for Concordia Parish Public Schools.

Arnold predicts that Louisiana will have a comprehensive statewide educational information system. This means the utilization of an electronic data processing system to include five basic subsystems—finance, personnel, pupils, programs, and facilities.

He pointed out that Louisiana presently has three regional computer centers in Concordia, Bossier, and Acadia Parishes, but the Louisiana State Department of Education does not have a computer operation to handle automated reports from these centers. With a network of computers feeding the state department, there would be an enormous filing system readily available. This would insure a more accurate and efficient operation of the educational structure throughout the state," he said.

Arnold noted that data processing has been in operation for the past six years in the Concordia Parish Public Schools. In addition to many services, such as all types of reporting, recording, test scoring, scheduling, and tax collecting, the center offers courses in programming and auxiliary machines for high school students. Arnold foresees an expansion of services to improve classroom instruction by cross referencing data and compiling complete statistical data. "There is also a possibility of adding a second year of instruction in programming and auxiliary machines with on-the-job training for students. This would enable students to become finished operators and programmers," explained Arnold.

Concordia Parish

Data Processing Center

Relates

INFORMATION TO

BRIEFLY SUMMARIZE

STAFF, SERVICE AND OPERATIONS

Supervisor of Data Processing

Arthur A. Arnold

DATA PROCESSING STAFF

Supervisor: Arthur A. Arnold

Instructor: Charles Loomis

Head Programmer of Service: John Hagewood

Programmer & Instructor: William Hall, III

Programmer: Sam Matson

Operator and Part-time Programmer: Robert Rowland

Secretary and Head of Keypunch: Carol Grant

Keypunch Operator: Cheryl Cranford

Part Time:

Special Programmer: Danny Ford

C.O.E. Operator: Douglas Holt

C.O.E. Keypunch: Mollie Schreiber

ARTHUR A. ARNOLD
DIRECTOR OF DATA PROCESSING

Education:

Graduated from Delhi High School - Delhi, Louisiana
Graduated from Louisiana Tech - Ruston, Louisiana - Science Education
Graduated from Louisiana Tech - Ruston, Louisiana - M.A. Administration and Supervision in Education
Received from Louisiana Tech - Ruston, Louisiana - 30+ in Education
Fifteen toward Doctor's Degree
Attended Science Institute at Southwestern Louisiana in Physics
Attended Science Institute at Northwestern Louisiana in Math and Geology
Attended Computer Science Seminar at Louisiana Tech
Honor Graduate from Keesler AFB - Civilian Electronics Instructor School
Attended NCR Regional Systems Center - Dallas, Texas - NCR COBOL Language
NCR NEAT/3
NCR Operating Systems

Experience: (Science, Math, P.E., Driver's Ed., Coach, Computer Science)

Professional Baseball Player and Scout
Two years Civilian Radar Electronics Instructor - Keesler AFB
One year Larose - Cutoff - Junior High Head Coach
Seven years Terrebonne High - Houma, La. - Head of Science Department - Physics, Chemistry and Coach
One year Houma Central Jr. High - Math, Science, and Coach
(Summer School)

1961 - Biology
1962 - Biology
1963 - Chemistry
1964 - Chemistry

Three years Ferriday High School - Physics, Chemistry, Accelerated Physical Science, Driver's Education, and Coach

(Summer School)

1966 - Driver's Education
1967 - Driver's Education
1968 - Driver's Education
1969 - Driver's Education and Data Processing Programming

Two and one-half years Director of Data Processing - Concordia Parish School Board

1969-71 taught Physical Science - University of Southern Mississippi - Natchez, Mississippi

Certified: (On Teaching Certificate)

Physics
Chemistry
Biology
General Science - (Earth Science - Physical Science)
Physical Education
Driver's Education
Principalship of any Grade Level
Supervision of Instruction
Director of City or Parish Media Center
Superintendent

Qualified but not listed above:

Electronics
Computer Science
Math

Pay/Year $13,000.00

John Hagewood - Programmer and Head of Service Pay/Year $7,200.00

Education:

Graduated from Bolton High School - Alexandria, La.
Graduated from Louisiana State University - History and English
Graduated from Computer Systems Institute - Pittsburgh, Pa.
Attended NCR Regional Systems Center - Dallas, Texas - NCR COBOL Language
NCR NEAT/3
NCR Operating Systems

Experience:

Two years at Concordia Parish School Board Data Processing Center

Bill Hall - Programmer and Instructor Pay/Year $6,600.00

Education:

Graduated from West Monroe High School - West Monroe, La.
Graduated from Louisiana Tech - Ruston, La.

Experience:

One month Natchez Democrat (Computer operator)
Nine months at Concordia Parish School Board Data Processing Center

Robert Rowland - Operator and part time programmer Pay/Year $6,600.00

Education:

Graduated from Bolton High School - Alexandria, La.
Attended Louisiana State University of Alexandria - one year
Attended Electronic Computer Programming Institute - Memphis, Tenn.

Experience:

Six months at Data Methods Corp. - part time Programmer Trainee
Eleven Months at First National Bank of Denver - Data Processing Clerk
Five months at King Resources Co. - Computer operator
Six months at Concorida Parish School Board Data Processing Center

Sam Matson - Programmer Pay/Year $7,350.00

Education:

Graduated from New Iberia High School - New Iberia, La.
Attended Southern State College - Magnolia Arkansas
Attended University of Southwest Louisiana - Lafayette, La.
Southwest Technical Institute - East Camden, Arkansas - Degree-
Associate of Applied Science - Field - Computer Technology
EM/A School (Electrician Mate, Class 'A' School) - Sixteen weeks
Instructors Training School, Class C 'C' Course - Three weeks

Experience:

Three months at Magnolia Electric - Magnolia, Arkansas
One Month at Paul Green Construction Co., Inc. - Magnolia, Arkansas
Three months at Daniel Construction Co. - Greenville, S. Carolina
One year at M & M Oil Tools, Inc.
Five months at Concordia Parish School Board Data Processing Center

Carol Grant - Head Keypunch Operator and Secretary Pay/Year $4,900.00

Education:
Graduated from Ferriday High School - Ferriday, La.
Completed Keypunch Course Summer 1969

Experience:
Two and one-half years at Concordia Parish School Board Data Processing Center

Cheryl Cranford - Keypunch Operator Pay/Year $3,680.00

Education:
Graduated from Vidalia High School - Vidalia, La.
Attending University of Southern Mississippi (night classes) - Natchez, Mississippi

Experience:
One year at Concordia Parish School Board Data Processing Center

Molly Schreiber - C.O.E. Keypunch Operator $1.25 per hour

Education:
Senior at Ferriday North High - Ferriday, La.

Experience:
Five months at Concordia Parish School Board Data Processing (part time)

Douglas Holt - C.O.E. Operator - Keypunch Operator $1.25 per hour

Education:
Senior at Ferriday North High - Ferriday, La.

Experience:
Five months at Concordia Parish School Board Data Processing (part time)

Danny Ford - Special Programmer $500 per working month

Education:
Graduated from Vidalia High School - Vidalia, La.
Attending Northeast Louisiana University - Monroe, La.

Experience:
Four years at Concordia Parish Data Processing (part time)
Two years at computer center at Northeast Louisiana University

NAMES OF SCHOOLS DATA PROCESSING SERVICES RENDERED TO:

CONCORDIA PARISH (13)

0123 FERRIDAY LOWER ELEM. (1-3)

0127 FERRIDAY UPPER ELEM. (4-7)

0130 FERRIDAY SEVENTH GRADE (7)

0124 FERRIDAY EIGHTH GRADE (8)

0129 FERRIDAY AND TENTH GRADE (9&10)

0125 FERRIDAY HIGH (11-12)

0132 VIDALIA LOWER ELEM. (1-3)

0133 VID[illegible]A UPPER ELEM. (4-6)

0122 VIDALIA JR. HIGH (7-9)

0134 VIDALIA HIGH (10-12)

0121 CLAYTON ELEM. (1-6)

0126 MONTEREY HIGH (1-12)

0131 RIDGECREST ELEM. (1-6)

EAST FELICIANA PARISH (11)

06CE CLINTON ELEMENTARY (1-6)

06CS CLINTON UPPER ELEM. (7&8)

06CJ CLINTON JR. HIGH (9&10)

06CH CLINTON HIGH (11&12)

06SP SPEARS ELEM. (1-8)

06NO NORWOOD ELEM. (1-8)

06RE REILY ELEM. (1-8)

06EW EIGHTH WARD ELEM. (1-8)

06SL SLAUGHTER ELEM. (1-8)

06JE JACKSON ELEM. (1-6)

06JH JACKSON HIGH (7-12)

LASALLE PARISH (11)

04JE JENA ELEM. (1-3)

04JJ JENA JR. HIGH (7-8)

04JH JENA HIGH (9-12)

04LS LASALLE HIGH (8-12)

04FE FELLOWSHIP ELEM. (K-8)

04N[illegible] NEBO ELEM. (K-8)

04O[illegible] OLLA ELEM. (1-7)

04TG TROUT-GOODPINE ELEM. (K)

04GS GOODPINE SCHOOL (4-6)

04TE TULLOS ELEM. (1-7)

04UE URANIA ELEM (K-7)

TENSAS PARISH

0250 NEWELLTON (1-3,9-12)

0251 DAVIDSON (1-2,9-12)

0252 WATERPROOF (1-2,9-12)

0253 ROUTHWOOD ELEM (4-8)

0254 TENSAS ELEM (4-8)

0255 LISBON ELEM (4-8)

0256 SPECIAL EDUC

POINTE COUPEE PARISH (9)

05UC UPPER POINTE COUPEE HIGH (1-12)

05LA LABARRE (1-8)

05LI LIVONIA (7-12)

05MO MORGANZA (1-12)

05PO POYDRAS (1-12)

05RG ROUGAN (1-12)

05RO ROSENWALD (1-12)

05SA SAINT ALMA (1-6)

05VA VALVERDA (1-6)

Services Offered to

Concordia Parish

East Feliciana Parish

LaSalle Parish

Pointe Coupee Parish

Tensas Parish

Catahoula Parish

and

City of Vidalia

SCHEDULING REPORTS (Socrates) (Concordia, East Feliciana, LaSalle, Tensas, Pt. Coupee)

1. Simple Tally
2. Tally by Stanine
3. Potential Conflict Matrix
4. Student Request Verification Listing
5. Reverse Verification Listing
6. Individual Request Verification Listing
7. Class Load Analysis- Course Sequence
8. Class Load Analysis- Room, Teacher, Period Sequence
9. Reject Analysis by Student
10. Student Schedule Listing
11. Individual Student Schedules

REPORTS by GRADING PERIOD (Concordia, East Feliciana, LaSalle, Tensas, Pointe Coupee)

1. Class Lists and Homeroom Lists
2. Master Sheets
3. Report Cards
4. Honor Roll Listing
5. Grade Point Average
6. Failure List
7. Grade Distribution by Subject and Teacher Report (all students)
8. Grade Distribution by Subject and Teacher Report (Negro only)
9. Grade Distribution by Subject and Teacher Report (white only)

REPORTS AFTER THIRD NINE WEEKS (Concordia, E. Feliciana, LaSalle, Tensas, Pt. Coupee)

1. Possible Failures
2. List of Student Averages

END of YEAR REPORTS (Concordia, East Feliciana, LaSalle, Tensas, Pointe Coupee)

1. Accumulative Labels
2. List of Class Standings by Average
3. Promotion or Retention Lists

STANDARDIZED TESTING (Concordia, occasionally other parishes)

1. Print Test Cards
2. Grade and Print Out Test Results

EXTRA REPORTS (Concordia, occasionally other parishes)

1. Principals Report (monthly)
2. List of Class Sizes
3. Athletic Eligibility List
4. List of Students with Excessive Days Absent
5. List of Students with Excessive Courses
6. Reports of Declining Grades
7. Student List for Particular Subject
8. Student List for Visiting Teacher

SPECIAL REPORTS (Concordia, occasionally other parishes)

1. Student Book for Schools
2. Visiting Teacher Lists (3 types - 3 times a year)

PAYROLL REPORTS (For Concordia Only)

	copies
1. Payroll Register (Employee number sequence)	1
2. Distribution Summary	2
3. Special Registers	
a. Annuities 1	2
b. Annuities 2	2
c. Annuities 3	2
d. Credit Union	2
e. Bonds	2
f. Garnishments	2
g. Protective Life	2
h. Group Insurance	2
i. Washington National Insurance	2
j. Other - Code 1 (Liability Insurance)	2
k. Other - Code 2 (State Life)	2
l. Colonial Life	2
4. Quarterly Payroll Reports	
a. Quarterly Social Security	
b. Quarterly Retirement Report	
5. Yearly Payroll Reports	
a. W-2 Forms	
b. Termination Reports	
c. Active Employee Report	
d. Retirement Report	
e. Report of Employees on Voluntary Income Tax	

PAYROLL RE-RUN REPORTS (Concordia Parish Only)

1. Payroll Registers	
a. Employee number sequence	1
b. Check number sequence	1
c. Fund sequence	2
d. Distribution sequence	4
e. Sales tax supplement	4
f. Lunch fund distribution summary	1
g. Personnel file - alphabetic listing	2
h. Outstanding check list	1
i. Report of checks to be dropped	1

SUBSTITUTE PAYROLL REPORTS (Concordia Parish Only)

1. Payroll Registers

a. Employee number sequence
b. Fund sequence
c. Distribution Summary

TITLE I (Concordia Parish Only)

1. A/P Checks
2. Intermediate Check Register
3. Purchase Orders
4. Budget Report (twice a month)
5. Monthly Check Register
6. Monthly Distribution Report
7. Any student tests, reports and labels

LUNCH FUND (Concordia Parish Only)

1. A/P Checks
2. Intermediate Check Register
3. Monthly Check Register
4. Monthly Distribution Report

MAINTENANCE FUND (Concordia Parish Only)

1. A/P Checks
2. Intermediate Check Register
3. Monthly Check Register
4. Monthly Distribution Report

GENERAL FUND (Concordia Parish Only)

1. A/P Checks
2. Intermediate Check Register
3. Monthly Check Register
4. Monthly Distribution Report
5. Year-to-date Distribution
6. General Fund Receipts
7. Receipts - Distribution Summary (monthly)
8. Receipts - Distribution Summary (year-to-date)
9. Various other special reports

SALES TAX - CONCORDIA, TENSAS, CATAHOULA PARISHES, CITY OF VIDALIA

1. Delinquent Letters
2. Delinquent Lists
3. Deposit Listing Registers (weekly)
4. Monthly Register
5. Address Sales Tax Forms
6. Sales Tax History Report

BUDGETARY INFORMATION

DATA PROCESSING

PROJECTED 12 MONTH COST
(CASH)
(After Federal Funds)

Budget Items	Receipts from State and/or Vocational School	Disbursements
Administration		
Salaries		
Supervisor - Arnold	13,000.00	13,000.00
Instructor - Loomis	13,767.00	12,661.00
Instructor - Hall (7 1/2 months teacher & 4 1/2 months programmer)	8,600.00	6,600.00
Head of Service Programmer - Hagewood	7,200.00	7,200.00
Programmer - Matson	7,350.00	7,350.00
Operator - Rowland	6,600.00	6,600.00
Head Keypunch & Secretary - Grant	4,900.00	4,900.00
Keypunch Operator - Cranford	3,680.00	3,680.00
Part time Employees	5,000.00	5,000.00
TOTAL	70,097.00	66,991.00
Materials and Supplies		
Postage and Shipping		250.00
Travel		1,100.00
Misc. Office Supplies	350.00	750.00
Disc Packs	720.00	1,400.00
Forms, cards, & Related supplies	1,200.00	9,000.00
Student supplies and work materials	1,050.00	1,050.00
TOTAL	3,320.00	13,550.00
Contracted Services		
Machine Maintenance Contract & Rental	20,000.00	33,000.00
TOTAL	20,000.00	33,000.00
Fixed Charges		
Employees Share of Retirement	3,855.00	3,855.00
Employees Share of FICA	-0-	980.00
TOTAL	3,855.00	4,835.00

Budget Item	Receipts from State and/or Vocational School	Disbursements
Receipts from Sales Tax		
Tensas	4,200.00	
Catahoula	4,800.00	
City of Vidalia	4,200.00	
TOTAL	13,200.00	
Receipts from Parishes		
LaSalle	3,500.00	
Pointe Coupee	5,100.00	
East Feliciana	4,000.00	
Tensas	2,650.00	
TOTAL	15,250.00	
Receipts from Title I Work		
A/P Checks		
Intermediate Check Register		
Purchase Orders		
Budget Report (twice a month)		
Monthly Check Register		
Monthly Distribution Report		
Any student tests, reports, & labels		
TOTAL	5,200.00	
GRAND TOTAL	128,922.00	118,376.00

CONCORDIA PROJECTED COSTS

(Presently furnished free)

Standard Student Work Listed Below 5,750.00

Scheduling Reports (Socrates)

- Simple Tally
- Tally by Stanine
- Potential Conflict Matrix
- Student Request Verification Listing
- Reverse Verification Listing
- Individual Request Verification Listing
- Class Load Analysis - Course Sequence
- Class Load Analysis - Room, Teacher, Period Sequence
- Reject Analysis by Student
- Student Schedule Listing
- Individual Student Schedules

Reports by grading period

- Class Lists and Homeroom lists
- Master Sheets
- Report Cards
- Honor Roll Listing
- Grade Point Listing
- Failure Lists
- Grade Distribution by Subject and Teacher Report (all students)
- Grade Distribution by Subject and Teacher Report (Negro students)
- Grade Distribution by Subject and Teacher Report (White students)

End of Year Reports

- Accumulative Labels
- List of Class Standings by Average
- Promotion or Retention Lists

Extra Student Work for Concordia (other parishes don't receive) 5,750.00

Reports after third nine weeks

- Possible Failures
- List of Student Averages

Extra Reports

- Principals Report (monthly)
- List of Class Sizes
- Athletic Eligibility List
- List of Students with Excessive Days Absent
- List of Students with Excessive Courses
- Reports of Declining Grades
- Student List for Particular Subject

Payroll ($1.00/month/employee record - approx. 1,000 active) 1,400.00
(records must be on file 18 months back)

	copies
Payroll Register (Employee number sequence)	1
Distribution Summary	2
Special Registers	
Annuities 1	2
Annuities 2	2
Annuities 3	2
Credit Union	2
Bonds	2
Garnishments	2
Protective Life	2
Group Insurance	2
Washington National Insurance	2
Other - code 1 (Liability Insurance)	2
Other - code 2 (State Life)	2
Colonial Life	2
Quarterly Payroll Reports	
Quarterly Social Security	
Quarterly Retirement Report	
Yearly Payroll Reports	
W-2 Forms	
Termination Reports	
Active Employee Report	
Retirement Report	
Report of Employees on Voluntary Income Tax	

Payroll Re-run Reports

Payroll Registers	
Employee number sequence	1
Check number sequence	1
Fund sequence	2
Distribution sequence	4
Sales tax Supplement	4
Lunch fund distribution summary	1
Personnel file - alphabetic listing	2
Outstanding check list	1
Report of checks to be dropped	1

Substitute Payroll Reports

Payroll Registers	
Employee number sequence	1

Lunch Fund	1,200.00
A/P Checks Intermediate Check Register Monthly Check Register Monthly Distribution Report	
Maintenance Fund	1,200.00
A/P Checks Intermediate Check Register Monthly Check Register Monthly Distribution Report	
General Fund	2,400.00
A/P Checks Intermediate Check Register Monthly Check Register Monthly Distribution Report Year-to-date Distribution General Fund Receipts Receipts - Distribution Summary (monthly) Receipts - Distribution Summary (year-to-date) Various other special reports	
Special Programming during year (any type)	4,800.00
Sales Tax (3% charge) Concordia Parish	10,400.00
Delinquent Letters Delinquent Lists Deposit Listing Registers (weekly) Monthly Register Address Sales Tax Forms Sales Tax History Report	
TOTAL	45,900.00
New Accounting System in July 1972 (Additional accounting costs)	12,000.00
TOTAL	57,900.00

LOUISIANA STATE DEPARTMENT OF EDUCATION

Evaluation Form for Title III, ESEA Projects

Grantee: Concordia Parish School Board (Sub-contract - Bossier)

Project Title: Northeast Central Louisiana Educational Data Processing Center

Project Director: Arthur A. Arnold Visitation date(s) 3/14/72

Evaluation Team: Joseph Lupo, T. T. Fields, Wade Davis, Gordon Canterbury, Sam Medica, Harold Copes

SECTION 1 - Directions: Check the position that you believe represents the degree to which each statement describes the project. If you wish to make a clarifying comment, feel free to do so in the space under the applicable statement. Comments might include the bases for judgments where they will lend clarification.

	Low 1	2	3	4	High 5	NA
1. (a) Current direction of the project is consistent with stated objectives.					X	
(b) Teachers, administrators, and pupils who are involved with the project are aware of the objectives of the project.					X	
(c) Existing policies and practices in the school system(s) are conducive to accomplishment of the objectives.				X		
2. (a) Project activities are appropriate for meeting stated objectives.					X	
(b) It appears, at present, that reasonable progress is being made toward meeting objectives of the project.					X	

		Low 1	2	3	4	High 5	NA
(c)	Dissemination of information about the project within the school system(s) is appropriate and adequate. Consider Parish School Board, professional staff, the lay public, and pupils.					X	
(d)	There are adequate safeguards against possible negative effects of the program on children. Consider overexposure to visitors, subjection to questionable experimental activities, disruption of other vital learning activities, etc.						X
3. (a)	Physical resources are appropriate and adequate for achievement of project objectives.					X	
(b)	Human resources are numerically adequate for the achievement of objectives. Consider both regular staff and possible outside consultants.				X		
(c)	Project personnel have qualities essential to the success of the project. Consider open-mindedness, creativity, specialized knowledge, administrative ability, communication skills, etc.					X	
4. (a)	The budget is appropriate for current operation of the project.				X		
(b)	There is evidence of good administrative practice in: Leadership					X	
	Supervision					X	
	Fiscal Management					X	

	Low 1	2	3	4	High 5	NA
5. (a) Provisions are being made for integration of successful project activities into the regular school programs.					X	
(b) Provisions have been made to continue the project after Federal funding has been exhausted.					X	
6. Evaluation practices being followed and measuring instruments in current use are appropriate for measuring the achievement of objectives.					X	
7. Provisions for follow-up activities are appropriate and adequate.					X	
8. To what degree does this project involve non-public school children and teachers?						X*

* Under Court Orders To Not Give Aid To Private Schools.

SECTION II - Directions: The following is the narrative portion of the evaluation report. Please respond fully to each item using additional sheets of paper as needed. Be as objective as possible and cite specific areas where good and poor practices are taking place.

1. What is your general evaluation of the project and its progress including strengths and weaknesses?

This project has developed one of the best student grade, attendance, and related reporting systems for the small costs compared to other like projects. The greatest strength has been the acceptance of this new method by the principals, teachers, students, parents, and other personnel.

The major weakness has been the lack of personnel and the changing of personnel to speed up many additional systems and the lack of funds to add scanning and tape equipment.

2. What areas should be improved before a continuing grant is made?

NOT APPLICABLE

3. Additional Comments -

SEE ATTACHED PAGE

5 January 1972

Mr. Ben L. Green, Superintendent
Concordia Parish School Board
Vidalia, Louisiana

Dear Mr. Green:

It was indeed our pleasure to spend the day in your office on December 22, 1971. We appreciate the opportunity to offer our suggestions that will increase the overall efficiency of your operations. Because of the cooperation extended by you, Mr. Arnold and the staff we feel we can make these recommendations based on fact rather than guess work.

Our findings show that the progress to date, while not being spectacular, has been substantial under some of the adverse conditions in which the EDP staff has had to operate. Documentation on the prior system had to be brought up to an operational level prior to embarking on conversion of new applications. Progress to date shows the sales tax application re-written for January 1, 1972 conversion and approximately 10% of the student programs re-written. This represents a major accomplishment through the use of inexperienced and part time help.

We feel, however, that progress could have been much better through the employment of full time experienced programmers and better defined job responsibilities. As previously stated in our latter of May 1971, we feel that your minimum requirements are for two experienced programmers working full time on conversion programming and two full time machine operators to do the production work that is required on a day to day basis.

To enhance future operations we first suggest that every effort be made to convert from 1401 emulation to full COBOL as soon as possible. Only after the completion of the conversion will you realize the true power of the Century 200 system. Mr. Arnold's schedule for conversion reflects that with the above minimum personnel he can be completely converted within 18 months. Any additional jobs should be done through the use of part time programming help or outside programming services.

While the team spirit is very high with your EDP staff we feel a system should be established that would offer periodic performance appraisals that lead to salary increases. We feel this would be better accomplished through job classification such as EDP Manager, computer programmer, computer operator, keypunch operator, keypunch supervisor, control clerk, etc. We feel the pay is in line in most areas other than keypunch operator, control clerk and the programmers. The industry standard for programmers ranges from $7,200 - $7,000 carrying them from the trainee stage to the three year experience level capable of designing and implementing a full system. We feel your EDP staff is very familiar with your present operation and Concordia Parish should make every effort to maintain these people. If any one of these people resign they should be replaced immediately with experienced personnel to continue on schedule.

Again, we thank you for your time and hope we have been of some help to you and hope to be able to serve you in the future.

Sincerely,

Ed Boysin, Manager
State Education Marketing

E. J. Whitten, Manager
Systems Services

EJW:jd

cc. Mr. Arthur Arnold

SUPERINTENDENT'S EVALUATION LETTERS

MARION B. MONK, JR., PRESIDENT TELEPHONE 638-6674 ROY ROBILLARD, VICE-PRESIDENT

POINTE COUPEE PARISH SCHOOL BOARD
WARREN B. BRAUD, SUPERINTENDENT
204 COURT STREET

NEW ROADS, LA. 70760

December 6, 1971

Mr. Arthur A. Arnold, Supervisor
Data Processing
Concordia Parish School Board
Vidalia, Louisiana 71373

Dear Mr. Arnold:

Last year I organized a committee of teachers and administrators to study the system that we are using for reporting grades and allowed them to make recommendations for a new method if they so desired. After several meetings, they chose not to change and to continue using the Concordia Parish Data Processing Center if there would be no increase in cost to our parish. This indicates to me that our teachers and staff have been satisfied with the services that you are providing for us. As far as I can determine, everyone in our school system seems to be satisfied with your services again this year.

Personally, I hope that we can continue using your facilities.

If any further information is necessary, please let me know.

Very truly yours,

Warren B. Braud
Superintendent

cgj

RECEIVED
DEC 7 1971
CONCORDIA PARISH SCHOOL BOARD

FRED M. MILLER
PRESIDENT

OFFICE OF
TENSAS PARISH SCHOOL BOARD
C. E. THOMPSON, EDD
SUPERINTENDENT
ST. JOSEPH, LOUISIANA 71366

TRUMAN JAMES
VICE PRESIDENT

December 3, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish School Board
Vidalia, Louisiana 71373

Dear Mr. Arnold:

I received your letter of December 3, 1971, requesting my evaluation of the services rendered by the Concordia Parish Data Processing Center. In my recent visits to the schools and my personal opinion, it seems that our faculty is very much pleased with the work of your personnel in delivering the data to us.

I hope that these services will continue to be as favorable to our schools as they are now in presenting most up to date records.

If I can be of further service to you, please do not hesitate to notify me.

Very truly yours,

C E Thompson

Dr. C. E. Thompson
Superintendent

CET/lt

RECEIVED
DEC 1971
CONCORDIA PARISH SCHOOL BOARD

SUPERVISOR'S EVALUATION LETTERS

C. WALTER DAVIS, PRESIDENT

M. NEY WILLIAMS, SUPERINTENDENT

EAST FELICIANA PARISH SCHOOL BOARD

CLINTON, LOUISIANA

January 10, 1972

Mr.Arthur A. Arnold
Concordia Parish School Board Office
Vidalia, Louisiana 71373

Dear Mr. Arnold:

In response to your request to evaluate the Data Processing services received from your parish we are very pleased with the system because of the many advantages it has provided for us. Not only did it unify our system in grading but it brought so much more information to us concerning confidential information on students and teachers. Naturally we have had our share of problems at the outset of our data processing experience but these problems seems to have all been ironed out now, thanks to you and your excellent staff.

In summation let me again say that we are very pleased with your services and we hope to continue our grade reporting through the data processing system.

Sincerely,

James V. Soileau
SUPERVISOR

JVS

RECEIVED
JAN 11 1972
CONCORDIA PARISH SCHOOL BOARD

FRED M. MILLER
PRESIDENT

OFFICE OF
TENSAS PARISH SCHOOL BOARD
C. E. THOMPSON, Ed.D.
SUPERINTENDENT
ST. JOSEPH, LOUISIANA 71366

TRUMAN JAMES
VICE PRESIDENT

December 9, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish School Board
Vidalia, Louisiana 71373

Dear Mr. Arnold:

From the information we have received from teachers and principals it seems that every body is satisfied with the services we are receiving from the Data Processing Center. We have not polled parents but we have every reason to believe that parents and students approve the computer report cards. When we used the services several years ago we had a high degree of satisfaction on the part of teachers and we think the services have been perfected since that time.

We could not ask for more courteous service from you and your personnel.

Sincerely,

Luther Hollingsworth

Luther Hollingsworth
Supervisor and Visiting Teacher

LH/mob

RECEIVED
DEC 10 1971
CONCORDIA PARISH SCHOOL BOARD

Clinton Elementary School
PHONE 683-8507
CLINTON, LOUISIANA 70722
QUINCY L. HARGIS, PRINCIPAL

December 10, 1971

Mr. A. A. Arnold Director
Data Processing Center
Post Office Box 548
Vidalia, Louisiana 71373

Dear Mr Arnold:

In response to your request for an evaluation of the Data Center, I wish to commend you and your staff for the service given to Clinton Elementary School. Being human, we all make mistakes but you at the Data Center have been most willing to handle all our problems.

May you have a happy holliday season.

Sincerely,

Quincy L. Hargis
DIRECTOR OF INSTRUCTION
AND SUPERVISION

QLH/nbj

RECEIVED
DEC 13 1971
CONCORDIA PARISH SCHOOL BOARD

Morganza High School
SIDNEY J. LACOSTE, PRINCIPAL
Morganza, La. 70759

December 9, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish School Board
Vidalia, La. 71373

Dear Mr. Arnold:

In response to your letter of December 3, 1971, I wish to acknowledge pleasure in dealing with the Data Processing Center. Your service has been prompt, attitude pleasant and resourceful, and your operation and manipulation of reporting efficient for our purposes.

As principal, I have had no problems arise which were not handled and solved in a professional courteous manner.

Sincerely,

Sidney J. LaCoste

Sidney J. LaCoste, Principal

RECEIVED
DEC 10 1971
CONCORDIA PARISH SCHOOL BOARD

NORWOOD ELEMENTARY SCHOOL

December 9, 1971

Concordia Parish School Board
Vidalia, Louisiana 71373

Dear Sir:

We, here at Norwood, enjoy and appreciate the work of the Data Process Center and its personnel. Each of us realize that we are all human and are subject to making mistakes, but so far, we have held them to a minimum.

I am well pleased with the work of the Center and its personnel, and hope we can continue to have this service.

Yours truly,

G. H. Robertson

George Robertson, Principal

RECEIVED
DEC 14 1971
CONCORDIA PARISH SCHOOL BOARD

Lettsworth Elementary School
Route 1, Box 310
Clinton, Louisiana 70722
December 8, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Vidalia, Louisiana 71373

Dear Sir:

Regarding an evaluation of the Concordia Parish Data Processing Center:

We, at Lettsworth Elementary School, are completely satisfied with the program. The faculty is pleased with the system of reporting the grades. I am pleased with the service and I especially like the convenience of having so much information readily available.

Sincerely,

Alma Schuttenet

Alma Schuttenet, Principal

RECEIVED
DEC 9 1971
CONCORDIA PARISH SCHOOL BOARD

GOOD PINE MIDDLE SCHOOL

P. O. Box 293
Good Pine, Louisiana
71337

December 6, 1971

Mr. Arthur A. Arnold
Concordia Parish Data Processing Center
P. O. Box 348
Vidalia, La. 71373

Dear Mr. Arnold:

In response to your letter dated December 3, 1971, requesting a response as per services rendered by the Concordia Parish Data Processing Center, we as a faculty are very complimentary in all respects as per the services extended us .

Each request we have made has been adequately rendered, except for two teachers whose classes were swapped for better instructional purposes.

In a letter dated October 8, 1971, we stated that Mr. H. L. Bullock, Teacher 304 is now teaching all the girl's P. E., Health, Music, and Art classes, and Mr. Reginald Ingram, Teacher 201, is now currently teaching all the boy's P. E., Health, Music & Art classes in our school. This does not affect homeroom students, but it necessitates swapping the class grade cards when we receive them. If these corrections could be made, we would very much appreciate it.

Enclosed you will find a Student Master Sheet for Tina L. Robbins, a student who is moving to Texas, and needs to be dropped from our rolls.

Thank you very much for requesting our evaluation. We look forward to a continuous superior working relationship.

Sincerely yours,

Earl K. Brooks

Earl K. Brooks
Principal

RECEIVED

EKB/rh

Enclosure

[illegible] SCHOOL BOARD

PHONE 495-2606

RAY DUKE, PRINCIPAL

LaSalle High School

P. O. BOX 459
OLLA, LOUISIANA 71465

December 7, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish School Board
Vidalia, Louisiana 71373

Dear Mr. Arnold:

In your letter of December 3, 1971, you requested an evaluation of the service of the Concordia Parish Data Processing Center. You asked for comments on the attitude of the Center personnel toward our office, our satisfaction or dissatisfaction, and our overall attitude toward the service of the Center.

We have found your personnel most cooperative and willing to help us. Some of our teachers are highly pleased with the service and the detailed work they are relieved of. Others prefer the old method, as they feel they have lost the personal touch and concern of their homeroom students.

The counselor and office personnel who have to register, drop, find and correct errors, et cetera, find that it doubles their work, so they are dissatisfied. Since the entire parish has gone to the computer, we do not have the quick service on our report cards. For instance, we had no idea and could learn nothing as to when we would get our report cards. The man in the parish office who has charge of these was out of town, and no one else seemed to know anything about them. This, of course, could probably be attributed to our main office instead of to your center.

One dissatisfaction, however, that we did have with your office was the refusal to accept an envelope with 8¢ postage due, or that is the only thing that we could figure out for the large envelop being returned with "Unclaimed" marked on it. We had sent quite a number of changes, drops, and new student data sheets the middle of November. When we returned after the holidays, all of that had been returned and we had more to send. The cost of postage on the things we have to send to you can be a burden on a school of our size.

RECEIVED
DEC 1 1971
CONCORDIA PARISH SCHOOL BOARD

Overall, we are satisfied with your work and the services you render. However, there should be a more accurate, systematic, and coordinated effort on our end in order for the data processing of our work to be satisfactory to all of us.

Sincerely yours,

Douglas Winberry

CLINTON JUNIOR HIGH SCHOOL

CLINTON, LOUISIANA

December 10, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish School Board
Vidalia, Louisiana

Dear Mr. Arnold:

In reply to your letter of December 3, 1971, I would like to submit the following information:

1. I have had no occasion to contact Data Center Personnel except by letter or completed forms.

2. In general I am satisfied with the work done for our school. I do believe, however, that some of the errors are made by personnel in your office as well as some made by our personnel.

3. The greatest hindrance to overall pleasure is the inconvenience and rush that is experienced in completing master sheets at the beginning of the year and in completing grade cards at the end of each grading period.

4. I do appreciate and find of value the data sheets which are sent after each grading period.

As a whole, I feel that the Data Processing Center is of great value to our school.

Yours very truly,

Mrs. Genevieve Williams

(Mrs.) Genevieve Williams
Principal

RECEIVED
DEC 14 1971
CONCORDIA PARISH SCHOOL BOARD

ROUTHWOOD ELEMENTARY SCHOOL
NEWELLTON, LOUISIANA

J. E. KELLY, PRINCIPAL

TELEPHONE 467-4941
P. O. BOX 846

Mr. Arthur A. Arnold
Supervisor of Data Processing
Vidalia, Louisiana 71373

Dear Sir

I would like to comment you for the very fine services that we are recieving here at Routhwood. All of the teachers seem to be very pleased with the center and feel that it is a time saver.

So much information is now readily at my finger tips. With the new Federal program that we have, the student roster with the averages and parents name has been a life saver. Overall are of the services are good.

Yours truly,
James E. Kelly

RECEIVED
DEC 2 1971
CONCORDIA PARISH SCHOOL BOARD

LA SALLE PARISH

GRADES 1 THROUGH 8

JENA ELEMENTARY SCHOOL

TELEPHONE 992-2178 RESIDENCE 992-7844

SHELBY BROOKS, PRINCIPAL

P. O. DRAWER 880
JENA, LOUISIANA 71342

December 6, 1971

Mr. Arthur A. Arnold, Supervisor of Data Processing
P.O. BOX 548
Vidalia, Louisiana 71373

Dear Mr. Arnold:

Our report cards have been processed by the Concordia Parish Data Processing Center for the past four years and I feel that we have always received prompt and courteous service.

The time saved by teachers in making records, accuracy, and information which is made available to the principal is very valuable.

I hope this service can be continued.

Sincerely,

Shelby Brooks

Shelby Brooks, Principal

SB:kw

RECEIVED
DEC 3 1971
CONCORDIA PARISH SCHOOL BOARD

Newellton High School

BOARD MEMBERS
MRS. J. C. WILKERSON
W. S. McDONALD
W. M. VINSON, JR.

WILLIAM E. VOSBURG, ED. D., PRINCIPAL
Newellton, Louisiana

SUPERINTENDENT
C. E. THOMPSON, SR. D.

December 9, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish School Board
Vidalia, La. 71373

Dear Mr. Arnold,

In order to assess the advantages and disadvantages of the computer grading system, we polled our teachers. Each was asked to list their likes and dislikes about the operation. The following is a list of our findings.

Advantages:
1. Less work for the teacher in reporting grades
2. Records are excellent-pink and yellow print outs
3. Failing list is great for counseling purposes
4. Honor roll would be excellent if grades in music and physical education would be excluded in the computation.
5. The data processing staff is very friendly and cooperative
6. All cards and reports are always in proper order
7. Student master sheets are most helpful when information is needed
8. Students are unable to change grades on report card

Disadvantages:
1. We find it most difficult to:
   a) Drop a student
   b) Add a new student
   c) Change a student's schedule
2. Including physical education and music in the computation of honor roll

As you can see, we feel that the advantages far outweigh the disadvantages. Good luck to you in the development of new programs.

Sincerely,

William E. Vosburg

William E. Vosburg, Ed. D.

RECEIVED
DEC 1 7 1971
CONCORDIA PARISH SCHOOL BOARD

7 December 71

Dear Mr. Arnold,

The attitude of the Data Center personnel, in my opinion, is very good.

I am a bit dissatisfied with the work done for my operation.

I am not overly pleased or overly displeased with the service of the Concordia Parish Data Processing center. Some of the problems we have at this school could be my fault. However, I feel the majority of problems are not the fault of the school.

This letter will be mailed at the same time I am sending a good many mastrsheets for correction. If you straighten me out this "lick", you will have a greatful principal and one that will have good words for your operation. If not, there will be much displeasure. Won't you please help me.

Sid White
Principal
Clinton Upper Elementary School
Clinton, Louisiana

Concordia Parish School Board

BEN L. GREEN, JR., SUPERINTENDENT
Vidalia, Louisiana 71373

December 3, 1971

Mr. Philip Daigrepont
Innis School
Innis, LA

Dear Mr. Daigrepont:

Concordia Parish School Board has requested an evaluation of the Concordia Parish Data Processing Center. I feel the very first place to start is with the users.

I wish, at your earliest, you would send to me a letter commenting on the attitude of Data Center personnel toward your office, your satisfaction or dissatisfaction with the work done for your operation, and your overall pleasure or displeasure with the service of the Concordia Parish Data Processing Center.

If this could be done at your earliest convenience it would be greatly appreciated.

Very truly yours,

Arthur A. Arnold

Arthur A. Arnold
Supervisor of Data Processing

AAA/cg

We are well pleased with the service.

Philip J Daigrepont Principal
Upper Pointe Coupee High School
Innis Campus
Innis, La. 70747

PHONE 373-7375

HAL BRUNSON
PRINCIPAL

URANIA ELEMENTARY SCHOOL

P. O. BOX 733
URANIA, LOUISIANA 71480

December 8, 1971

Data Processing Center
Concordia Parish
Vidalia, Louisiana

To Whom It May Concern:

This is the first year for Urania Elementary to be included in processing grades through the Concordia Parish Data Processing Center. Though it has been a short time, I have been pleased with the help and cooperation that I have received from the center in setting up our school with the center.

I believe that the teachers will be more pleased with this system as they become more familiar with it. The record keeping will prove to be time saving for the teachers.

We are looking forward to the continued excellent service of the Data Processing Center.

Very Sincerely,

Hal Brunson

Hal Brunson, principal
Urania Elementary School
Urania, Louisiana

NEAL L. JOHNSON, PRINCIPAL

PHONE 766-3383

Joseph Moore Davidson High School

ST. JOSEPH, LOUISIANA

December 7, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Vidalia, Louisiana 71373

Dear Mr. Arnold,

The teachers and staff of Davidson High School are very satisfied with the organization and operation of your Data Processing Center. The courtesy and attitude of your staff has been more than satisfactory. We can only say thank you and I hope that we can do a better job in the future in keeping up our part of the operation.

Sincerely,

Neal L. Johnson

Neal L. Johnson
Principal

NLJ:sj

RECEIVED
DEC 9 1971
CONCORDIA PARISH SCHOOL BOARD

PHONE 495-2591

RAY DUKE, PRINCIPAL

Olla Standard Elementary

P. O. BOX 926
OLLA, LOUISIANA 71465

December 6, 1971

Concordia Parish School Board
Vidalia, Louisiana 71373

To Whom It May Concern:

The purpose of this letter is to give you my opinion of the Concordia Parish Data Processing Center.

I have had the opportunity to use the data processing center services for two years at LaSalle High School and two years at Olla Elementary School. During this time, the personnel of the data processing center has always leaned over backward, so to speak, to help everytime we have needed them. They have always been considerate and helpful in correcting any mistakes we have made.

As far as myself and my school is concerned, we are more than pleased with their service. I believe that the educational system receives a tremendous boost from the service rendered by the Concordia Parish Data Processing Center.

Very truly yours,

L. Ray Duke, Jr.

L. Ray Duke, Jr.
Principal

LRD:br

RECEIVED

CONCORDIA SCHOOL BOARD

ROUGON HIGH SCHOOL

ROUGON, LOUISIANA 70773

Joe Guarino, Jr., Prin.

Dec. 9, 1971

Arthur A. Arnold, Supervisor
Data Processing Center
Vidalia, Louisiana

Re: Letter 13-3-71

Dear Mr. Arnold,

The general feeling of this faculty is that of dissatisfaction with the computer. Not that the computer itself lacks, but usually we are given just a few days notice to prepare materials for the computer. Such short notice causes errors and we feel we would best overcome these errors if each faculty member had the material facing them over a period of time.

The service is much too slow. For instance, corrections were made on personal data sheets shortly after 10-28-71 (end of first nine weeks) and as yet we have not received the corrected sheets. We have other changes to make and we are unable to make them because the sheets are not here. Having to wait for and mail material back and forth is a terrible inconvenience.

The personnel has always been very cordial and we feel sure that if we were located closer to Vidalia the service would be better. We still maintain, however, that errors can best be corrected if the material is at hand where it can be seen.

Thank you for your cooperation.

Yours truly,

Joe Guarino, Jr., Prin.

cc: Mr. Warren Braud, Supt.

RECEIVED
DEC 10 1971
CONCORDIA PARISH SCHOOL BOARD

LISBON ELEMENTARY SCHOOL

WATERPROOF, LOUISIANA

BOBBY H. WILKERSON
PRINCIPAL

P. O. BOX 158
TELEPHONE 749-3397

Mr. Arthur A. Arnold, Supervisor
Concordia Parish Data Processing Center
Vidalia, Louisiana 71373

Dear Mr. Arnold,

I welcome this opportunity to express my attitudes towards the services of your center. Since we have been using your center we have found that all reports we receive are accurate, well prepared and always prompt. The special reports that we receive, in addition to report cards, have been very useful in many ways. A teacher can look through these and evaluate his teaching and teaching practices employed.

I would like to futher state that the programs already in the computer and the ones you and your staff are presently working on, makes your center an invaluable asset to our school system. Keep up the good work.

Sincerly Yours,
Bobby H. Wilkerson
Bobby H. Wilkerson

Jackson High School

Jackson, Louisiana 70748

CHARLES W. SMITH
Principal

December 8, 1971

Mr. Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish Data Processing Center
Vidalia, La. 71373

Dear Mr. Arnold:

At the outset let me say that the cooperation extended by you and your staff to us at Jackson High School has been greatly appreciated. You have made every effort to help us solve our many problems concerning data processing.

Most of the problems that we have are due to our own mistakes and the carelessness of our teachers.

I feel that the one thing that your staff could do to help improve our data processing program, would be to make changes on student master sheets as soon as you receive them and return the new master sheets to us as quickly as possible. Other than this, I can say we are satisfied with the service of the Concordia Parish Data Processing Center.

Thanking you again for your cooperation, I am

Sincerely yours,

Charles W. Smith

Dr. Charles W. Smith
Principal

CWS/mc

VIDALIA JUNIOR HIGH SCHOOL
Box 428
Vidalia, Louisiana 71373
EDDIE COLEMAN, PRINCIPAL

EVALUATION OF DATA PROCESSING CENTER

Advantages:

1. Frees teachers of numerous clerical duties such as the monthly report, report cards, filling in information on cumulative cards and test cards, etc.

2. Provides teachers and administrators with valuable information such as the failure sheet, honor roll, grade distribution sheets, etc.

3. Aids in scheduling students in various courses, levels, homerooms, etc.

4. Offers courses in data processing to interested students, thus providing them with salable skills,

Disadvantages:

Due to my limited knowledge in the area of data processing, I feel that I cannot objectively list the disadvantages or the potentials of the Data Processing Center. I can only list the services which it renders to the schools in Concordia Parish

Eddie Coleman, Principal

RIDGECREST ELEMENTARY SCHOOL
200 Cypress Drive
RIDGECREST, LOUISIANA 71334
CHARLES WILSON, PRINCIPAL
PHONE 757-2135

December 10, 1971

Mr. Arthur A. Arnold
Data Processing Center
Concordia Parish School Board
Vidalia , La. 71373

Dear Mr. Arnold:

As requested by you, I shall give my opinion of the services of the Data Processing Center.

Staff: I have been treated with respect each time I have requested anything from the center. There have been times that I have requested information that I did not receive due to the excessive work load at the time of the request, but I was informed that it would be placed on a priority basis and would be done as soon as possible.

I find the people who work there to be willing to help each time I have called or written. This was not the case when the Data Processing Center was first developed; however, those persons no longer work with the center.

Quality of Work: The Data Processing Center provides the schools with accurate, easy to read reports, that have caused our records to be more complete.

A new procedure of giving a copy to the schools of changes made helps us greatly. In other words, we can see who made the error if an error does occur.

Need for Data Processing: My personal feelings are that data processing helps the high school more than the elementary school. It does save approximately one day of work at the end of school for records.

Ridgecrest Elem.

It is my opinion that monthly reports should be given parents rather than nine weeks at the elementary level.

The amount of work that is being done for other school systems limits the amount done for Concordia Parish. If this volume of work is to be done, more staff should be hired to allow more service for Concordia Parish.

With federal intervention in school administration requiring the volume of reports that it does, I feel that the data processing is our only answer at the present time.

Some objective criteria should be set up to determine the amount of work that is expected from Data Processing and a time study engineer should evaluate the work load of the employees.

I hope this is helpful to you.

Sincerely,

Charles E. Wilson

Charles E. Wilson

FERRIDAY HIGH SCHOOL - SOUTH

SAM WILLIAMS, Jr., PRINCIPAL

PHONE 757 3687

801 SOUTH NINTH STREET
P. O. DRAWER 672
Ferriday, Louisiana 71334

January 3, 1972

Mr. Arthur Arnold, Supervisor
Data Processing Center
Concordia Parish School Board
Vidalia, Louisiana 71373

SUBJECT: Evaluation of Data Processing Services

Dear Mr. Arnold:

I am submitting this evaluation report on the many services, that are presently being provided to our school system by the Data Processing Center.

In that, I have been an employee in this school system since 1958, as a Business Education Teacher and Secretary to the Principal, Guidance Counselor, and presently as a Principal, I have experienced and seen the methods and work involved in reporting and compiling of data over the years. I can honestly say, that the teachers, administrators, and central office personnel are fortunate to have been relieved of the many hours of tiresome and time consuming paperwork tasks employed, in the compiling of data for various types of reports. There are many other school system personnel throughout our state, who are still keeping the old type Green Register, and doing their students' Report Cards by hand.

Prior to the advent of the Data Processing equipment and qualified operating personnel, the following types of reports were done by teachers and administrators:

1. Individual teacher's Green Register
2. Keepingof Bus Books
3. Individual Homeroom and Grade Level Daily Attendance Sheet
4. Compiled various Grade Level Attendance Sheets
5. Principal's Monthly Report
6. Session Report on Pupil Registration and Attendance
7. Student Courses Grade Sheets (each six-weeks)
8. Preparation of Homeroom Students' Report Card
9. Compiled Honor Roll Roster
10. Registration Data Cards
11. Perfect Attendance Certificates
12. Scheduling of Students
13. Hand-Scoring of various Standardized Tests
14. Recorded Session Grades on Cumulative Records
15. Prepared Course Class Rosters

All of the above listed paperwork tasks are now being prepared by the personnel in Data Processing. The older teachers in our school system, I feel, are most appreciative of the many services that are now being performed for them through the data processing center. It has been a tremendous labor and time saver for the individual teacher and administrator, ever since the equipment was put into operation in 1965.

I feel that in the future, with advanced technology and equipment our Data Processing Center will continue to provide additional services to all personnel of the Concordia Parish School System.

Our School Board Members and Superintendent, past and present, should be highly complimented for their insight, and for the giant step undertaken in establishing a Data Processing Center in our school system.

Sincerely,

Sam Williams, Jr.
Principal

SWJ/alw

FERRIDAY 8th GRADE SCHOOL
Mack H. Moore, Principal
Ferriday, Louisiana 71334

January 5, 1972

Mr. Arthur A. Arnold
Concordia Parish School Board
Data Processing
Vidalia, Louisiana

Dear Mr. Arnold:

In response to your letter dated December 3, 1971 requesting an evaluation of the Concordia Parish Data Processing Center, I would like to make a few brief comments.

The attitude of Data Processing personnel toward the Ferriday 8th Grade School principal and staff has been positive. I have always received satisfaction whenever I have called upon them for help in acquiring information, doing scheduling, providing coded letters, etc.

I think your staff is doing a superior job.

If I can be of any further help, feel free to call on me.

Sincerely,

Mack H. Moore

Mack H. Moore

MHM/ecb

Ferriday Seventh Grade School

P.O.Box 467

Ferriday, Louisiana 71334

Mr. Arthur Arnold, Director

Concordia Parish Data Processing Center

Concordia Parish School Board

Vidalia, Louisiana

Dear Mr. Arnold:

All of the teachers in the Ferriday Seventh Grade School extand to you and your personnel our congratulations and our gratitude for the service to the children, and to our profession through the Concordia Parish Data Processing Center.

We are thoroughly satisfied with the work produced by you and your staff.

We hope that you will maintain the quality of service rendered..

Gratefully,

Ben Hunter,

Principal

Ferriday Upper Elementary School
P.O. Drawer B
Ferriday, Louisiana 71334

Warren Enterkin, Principal

Phone 757-3105

Mr. Arthur Arnold, Supervisor
Concordia Parish School Board
Vidalia, Louisiana

Dear Mr. Arnold,

In reply to your letter of December 3, 1971, I would like to make the following comments concerning the Data Processing Center.

The attitude of Data Processing personnel toward my school is excellent. Each time I have desired assistance concerning procedures for completing cards, interpreting results, or evaluating data, the personnel has responsed in a knowledgeable and courteous manner.

Services rendered by the Data Processing Center are satisfactory. Any operation can be improved by self evaluation and constructive criticism by its users. I think that the increase in the number of services rendered to the school by the Center is evidence that both the above mentioned methods for improvements are at work.

I consider the overall service from the Data Processing Center very good. Our school receives many benifits from the Data Center that would be impossible without such a center. It is my sincere desire to continue to receive Data processing services for my school.

Yours truely,

Warren S. Enterkin

Warren S. Enterkin

CLAYTON ELEMENTARY SCHOOL
P. O. BOX 388
CLAYTON, LOUISIANA 71326

EDWARD JACKSON, Principal

PHONE 787-2183

December 10, 1971

Mr. Arthur A. Arnold, Supervisor of Data Processing
Concordia Parish School Board
Vidalia, Louisiana

Dear Mr. Arnold:

The attitude of the Data Processing Center personnel has been most wholesome toward us. Any help or information we have requested has always been given in a courteous manner.

The Data Processing Center has been a tremendous help to the classroom teachers and the principal in reporting and keeping records. We are very pleased with the services rendered.

Sincerely,

Edward Jackson

Edward Jackson, Principal

Ferriday Lower Elem.

I.

1. Why do we have to fill out a loss and gain on child within the same school when you do not require a loss and gain card when the child is moved within the same grade level? In both instances the teacher enrollment is changed- Could some allowance be made for the non-graded school?

2. If it is necessary to have the loss and gain cards for students who change grade levels within the same school, could we use the following procedure:

   1. Have on hand some loss and gain IBM cards with the same information printed on the card that the data change sheet now shows; therefore this card would eliminate 1 transaction for us and one for data processing. This would enable us to finalize the transaction immediately and narrow our margin of errors by eliminating the time lapse involved. Instead of 3 involvements there would be one.

II. The following services provided by data processing are of no value to us in the non-graded program.

1. The Individual Student Information print out of the previous year is of no use to us. She 3rd and 4th year students are no longer in our school and new first grade students aren't listed.
An alphabetized list of the children given to us the first part of the school year which we could keep current would be of use to us.

2. The print out"Confidental information school totals and Percentages" serve no purpose

III. We would like prompt service in thse areas:

   1. A gum label for all new registrants including 1st year children and gains.

   2. An accurate print out on teacher certificate numbers and years service, addresses and phone number.

   3. We would like you to continue the pilot program you tried in our school 2nd semester last year, which enabled the teacher to write the report card information including level on a class list instead of marking individual grade cards. The

teachers liked this very much=Please revive this practice.

IV. There have been times when small to gross errors have been reported to our school and we have not had the most wholesome attitude toward data processing because errors made are often due to a misunderstanding which we refuse to accept full accountability. We are broad-minded but are not cognizant of the techniology of computing. Sometimes itis difficult for the lay person to abide by a rule when it is out of his contextual thinking.

However, data processing personel always have time to explain out shortcomings to us and are very patient and tolerant in helping us to correct errors. Sometimes we are asked to meet deadlines that are frustrating.

V. We think data processing performance in the area in which they work with our school is commendable. We don't mean to imply that everything should remain status quo-if change promises better results we're for it.

Loraine Quimby
12-10-71

Concordia Parish School Board

BEN L. GREEN, JR., SUPERINTENDENT
Vidalia, Louisiana 71373

December 3, 1971

Mr. William L. Bradford
Jena High School
P. O. Box 89
Jena, LA

Dear Mr. Bradford:

Concordia Parish School Board has requested an evaluation of the Concordia Parish Data Processing Center. I feel the very first place to start is with the users.

I wish, at your earliest, you would send to me a letter commenting on the attitude of Data Center personnel toward your office, your satisfaction or dissatisfaction with the work done for your operation, and your overall pleasure or displeasure with the service of the Concordia Parish Data Processing Center.

If this could be done at your earliest convenience it would be greatly appreciated.

Very truly yours,

Arthur A. Arnold

Arthur A. Arnold
Supervisor of Data Processing

AAA/cg

Arthur, we think that you are doing a fine job under the circumstances

Sincerely
Wm Bradford

PRINCIPAL'S EVALUATION LETTERS

Jena Junior High School

JEAN J. ANDREWS, PRINCIPAL

P. O. BOX 920 PHONE 992-5815

JENA, LOUISIANA 71342

Dec. 7, 1971

Arthur A. Arnold
Supervisor of Data Processing
Concordia Parish School Board
Vidalia, La. 71373

Dear Sir;

In reference to your letter of December 3 in which you requested my personal evaluation of the services offered by the Concordia Parish Data Processing Center.

I have been involved with the Data Processing Center in Concordia Parish for the past four years and I have nothing but praise for the type and quality of work done in this department.

I wish that all my contacts could be as pleasent and as useful as those with your organization.

Yours respectfully,

Jean J. Andrews
Principal

JJA:bw